CO R CLASSIFIERS

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CODE FOR CLASSIFIERS

PRINCIPLES
GOVERNING THE CONSISTENT PLACING
OF BOOKS IN A SYSTEM
OF CLASSIFICATION

BY
WILLIAM STETSON MERRILL

CHICAGO
AMERICAN LIBRARY ASSOCIATION
1928

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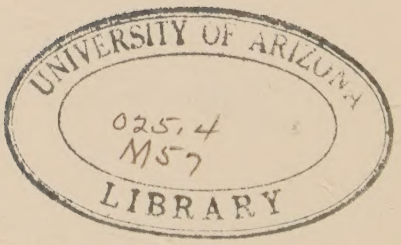

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DEDICATED

TO

MY WIFE

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FOREWORD

The present work is a first attempt to formulate principles by which consistency may be maintained by the classifier in assigning books to their appropriate places in a system of classification. While this Code is not entirely independent of existing systems of classifying human knowledge, it is not bound up with any such system and may be applied to any of them. This adaptability arises from the fact that the Code is concerned, not with questions as to the right sequence of subjects but with the principles by which books are to be assigned consistently and suitably to places in a modern system of book classification.

The work here presented is a revision and rearrangement of the *Code for Classifiers* as issued in a mimeographed edition in 1914, which appeared under the auspices of a special committee of the American Library Association appointed in 1912 to consider the preparation of such a code. The subtitle of that edition called it a "collection of data compiled for the use of the Committee by William Stetson Merrill, Chairman." In the preface the present writer invited criticism from classifiers and expressed the hope "that the rather personal composition of the rules for classifying may be replaced at an early date by a consensus of the practice of libraries and library training schools." In response to that request classifiers in several of the large libraries of the country examined and annotated copies of the Code submitted to them. These comments and criticisms were gratefully received and have been incorporated into the present edition with the permission of the librarians of the institutions to which the decisions are credited.

The author wishes here to express his thanks to all who have favored him with comments, especially to those who have taken the time to make a thorough examination and annotation of the Code. Miss Julia Pettee, head cataloger of the Union Theological Seminary, has not only done this but performed the task of rearranging the topics treated in the Code in classified order, a

new arrangement that has so commended itself to the author that the present edition has been prepared along that line. The sequence of topics now follows the sequence of classes in the Decimal Classification of Dr. Melvil Dewey so far as the character of the topics has permitted. The Dewey numbers in the margins indicate, however, *only* sequence. Miss Pettee has also permitted the author to incorporate many excellent definitions and annotations contributed by her. To Miss Dorcas Fellows, formerly the head classifier of the New York State Library and now in charge of editing the Decimal Classification at its new headquarters in the Library of Congress, the author is indebted for her kindness in indicating throughout the Code the agreement or disagreement of the practice of the New York State Library with the rulings of the Code. Miss Ida F. Farrar, of the Public Library of Springfield, Massachusetts, has supplied valued criticisms. The scope of the Code, originally limited to subjects treated in the so-called humanities, is now fortunately somewhat widened by the inclusion of a number of rulings upon scientific and technical problems supplied by Miss Grace O. Kelley, classifier of the John Crerar Library, from its records.

Two persons have, as it were, stood sponsors for this Code: Mr. P. L. Windsor, by whose invitation the subject was first presented in the form of two lectures delivered by the author in March, 1912, before the Library School of the University of Illinois; and Mr. J. C. Bay, now librarian of the John Crerar Library, for whose constant encouragement and support the author is deeply grateful. Lastly the author desires to express his appreciation of the opportunity afforded him at the Newberry Library, first to formulate the decisions made by him while classifier of the library, and latterly to revise the work for reissue by the American Library Association. To the librarian, Mr. George B. Utley, he is indebted for counsel and unfailing encouragement.

W. S. M.

The Newberry Library, Chicago.
May 1, 1928

CODE FOR CLASSIFIERS

GENERAL PRINCIPLES OF CLASSIFYING BOOKS

1 Classification of books

Classification of knowledge differs from classification of books. The former is the science of drawing up a scheme or system in which the various subjects of human inquiry, or the description of human life in its various aspects, are grouped according to their likeness or relations to one another. Classification of books, on the other hand, while making use of a scheme of knowledge, may be defined as the art of assigning books to their proper places in such a system of classification. This *Code for classifiers* is intended to serve as a guide to the classifier of books in a library; it presupposes the adoption and use of some system; and the rules here formulated will be unaffected whatever may be the grouping of topics in such a scheme.

2 Intent of the author

Books are classified usually according to subject, which in any given book may be said to be the topic which the author sets out to treat and does treat after his fashion. The *intent of the author* thus determines what the book is about. A book is generally classed most usefully according to the intent of the author; for the topic which he intends to treat is its main subject. Other subjects may be introduced incidentally or to support the thesis of the book; but they do not constitute the value of the book as a whole. The intent of the author is indicated by the title-page, preface, table of contents, and text of the book.

3 Choice of subjects

A book may treat of one, or of more than one, subject. When it treats of one subject, the question for the classifier is: What is this book about? When it treats of more than one subject, the question is: Which of these topics is to be preferred in classifying the book? Nor can the latter question be summarily disposed of by declaring that the first subject mentioned on the title-page shall always be taken and the second subject shall be disregarded. If such a principle were consistently followed, the whims of authors in wording their titles would determine the subject of the book.

4 Kinds of classification

While classification by subject is the usual one in public libraries, certain types of books are properly arranged by other features of the book, such as date in the case of incunabula or the issues of early presses; binding, for the study of that art or for exhibition; language, in popular libraries; literary form, e.g. poetry; class of readers for whom the book is written, e.g. children or technical workers.

5 Purpose of classification

The aim of the classifier should be to place books where they will be permanently useful. He should not be led to disregard this principle to meet casual needs of the library or passing interests of the public, which may be met in other ways. Decisions should be made by principle; procedure should be consistent; and the point should steadily be kept in mind that the purpose of classification is not to place the book where it may be looked for, but where the matter in it will be looked for. The author catalog, and to some extent the subject catalog, are made for the purpose of finding the book; classification is concerned exclusively with its contents.

6 Modification for special needs

The rules here presented are meant for the library of general scope, and they presuppose close classification. The special library, or the classifier of a special collection in a general library, may and probably should adapt or modify the rules to suit special needs.

DIRECTIONS APPLICABLE TO ANY CLASS OF MATERIAL

7 Argumentative facts

Facts or data of whatever kind, selected to prove a point or policy: Class strictly according to the intent of the author, disregarding the nature of the material used. E.g. *Power of the federal judiciary over legislation.* By J. Hampton Dougherty (New York, 1921). A historical argument against recall of judges, hence to be classed, not under federal judiciary or under legislation, but under judicial recall.

The data marshalled by an author to prove his point may be historical, political, literary, or what not; while the point to be proved is of quite different character.

8 Aspects of a subject

Class under the subject illustrated, not under the subject suggested by the aspect unless the latter really expresses the subject matter of the book. E.g. (1) *Social aspects of education.* By Irving King (New York, 1913). Class under education, not under sociology. But (2) *Religious aspect of philosophy.* By Josiah Royce (Boston, 1885). A work on the philosophy of religion.

9 Contrasted opinions or policies

A work contrasting two opinions, one advocated by the author and the other condemned by him: Class under the opinion or policy *advocated* by the author. E.g. *Naturalism or idealism.* By Rudolf Eucken (Cambridge, 1912). Class under idealism, which is advocated by the author.

10 Field of research

Results attained in a certain field of research: Class under the topic investigated without reference to the character of the data or means employed. E.g. *Abstract Bulletin* of the Physical Laboratory of the National Electric Light Association, Cleveland, Ohio. Class under electric lighting, although the researches are physical, in other words scientific rather than technological, but bearing upon electrical engineering.

11 Genetic (i.e. evolutionary) treatment of topics

Works treating of the origin of customs, institutions, or beliefs: Class under the topic so derived, or supposed to be so derived, not under its origins. E.g. (1) Myth as the origin of religion. Class under the history (or philosophy) of religion, not under mythology. (2) English common law as the source of American institutions. Class under American government.

12 History and illustration of a subject

Class under the specific heading even when that heading is not subdivided by subhead "history," in preference to classing in the subdivision "history" of a more general subject. E.g. *Nature in Italian art, a study of landscape backgrounds from Giotto to Tintoretto.* By Emma Gorney Salter (London, 1912). Class under landscape painting, not under the history of Italian art, even though the technique of landscape painting may not be distinguished in the classification from its history.

The temptation to choose the subhead of the inclusive subject arises especially when the scope of the book is limited to a single country for which no subhead is made under the topic.

Miss Pettee writes: "In general the history of a topic is considered a special method of treating the topic and should go with other material on the topic. For example,

class a history of physiological botany with physiological botany and not with the general history of botany or the general history of biology. The Library of Congress classification does not always adhere to this rule but sometimes collects the history of various topics under inclusive headings; but I think the general practice of classifiers is against this."

13 Illustrative material

(a) A work upon some specific topic, event, or institution "illustrative of" some larger or more general topic: Class under the specific topic. In other words, prefer the concrete to the abstract topic. E.g. *Origin and growth of religion as illustrated by the religion of the ancient Hebrews.* By C. G. Montefiore (London, 1892). Class under Jewish religion (or Old Testament), not under origin of religion.

The Jewish religion is what the author is concretely treating. If the title had read: "The Jewish religion as an illustration of the growth of religion," the classifier would have no hesitation about classing the book under Jewish religion.

(b) A work illustrating a general or abstract topic by data relating to a single country or person: Class under the country or person. E.g. *The relations of Pennsylvania with the British government, 1696–1765.* By Winifred Thexler Root (University of Pennsylvania, 1912). Class under history of Pennsylvania, although the author states her purpose to be "to elucidate the nature of British imperialism . . . during the eighteenth century." The concrete prevails over the abstract subject here.

(c) A work in which material to illustrate a topic has been gathered from several sources: Class under the subject illustrated. E.g. *Symbol and satire in the French Revolution.* By Ernest F. Henderson (New York, 1912). Class under French Revolution.

14 Method vs. Subject-matter

A work treating of the results of applying a given method, hypothesis, or theory to the investigation of a given subject: Class under the subject, not with other works treating of the hypothesis or theory. E.g. *The ethical import of Darwinism.* By Jacob Gould Schurman (New York, 1887). Class under ethics, not under Darwinism, because treating of ethics considered from the evolutionary point of view; in other words, it applies the theory of evolution to explain ethics.

15 Relation

When a book treats of more than one subject, or of the relation existing between two or among several subjects: Determine what this relation is and class according to the following rules.

(a) If the two subjects are merely coordinated, e.g. electricity and magnetism treated in the same volume: Class always under the first subject, unless the second decidedly preponderates.

(b) If the subjects are practically subdivisions of some larger inclusive subject: Class under the inclusive subject.

The varying practice of the libraries represented in the A. L. A. *Survey of libraries* (Chicago, 1927) in classing "books treating more than one subject," is summarized in that work (IV: 41–43).

(c) If the work treats of two factors, one of which is represented as acting upon or influencing the other: Class under the subject *influenced or acted upon.* E.g. (1) The influence of the Icelandic sagas upon English literature. Class under English literature. (2) Influence of the climate of California upon its literature. Class under literature.

This is a very important rule and one that has been strangely overlooked or disregarded by writers on classification. An

experience of many years in applying it convinces the author of its entire practicability and usefulness. The A. L. A. *Survey of libraries* (Chicago, 1927) summarizes the practice of the libraries represented in the survey in regard to this ruling under the captions: "Books treating of one literature's influence upon another," and "Books treating of one writer's influence on another" (IV. 38–40).

(d) If one factor is represented as the source, cause or formative agency of the other: Class under the factor so derived or resulting. E.g. (1) Myth as a source of religion. Class under the origin of religion. (2) Economic conditions as a cause of war. Class under war.

Relation is often expressed on title-pages by connecting two topics by the conjunction "and" without further specifying the relationship. E.g. Art and ritual, which may mean the way in which art has grown out of ritual; Norse literature and English literature, which may mean the Norse sources of English literature; Shaftesbury and Wieland, indebtedness of Wieland to Shaftesbury; Cardinal Aleman and the Great Schism, share that Cardinal Aleman had in the movement. The classifier should first determine the meaning of "and" before attempting to classify and should never accept the first word given on the title-page as determining the subject of the book.

(e) Literary influence of authors. See that heading under Literature 224, 233.

16 Special reference to a subject

Works treating of some topic "with special reference to" a country, person, or subject: Class under the more restricted topic. E.g. *Elizabethan demonology . . . with special reference to Shakespeare and his works.* By Thomas Alfred Spalding (London, 1880). Class under Shakespeare.

The varying practice of libraries represented in the A. L. A. *Survey of libraries* (Chicago, 1927) in classing works of this type is summarized in that work (IV: 35–36), the rulings being based upon replies received to the question: "How do you class books treating of a topic 'with reference to' a place or a body or an individual—under the general or under the particular topic?"

SPECIAL FORMS OR TYPES OF LITERARY MATERIAL

17 Commemorative volumes

Collected essays presented to an author, teacher, or other distinguished person and published in his honor: Class under the main subject covered by the volume, which is usually the field of knowledge in which the person honored is eminent.

18 Dialogs

Works discussing serious topics of historical, philosophical, or scientific nature under the form of dialog: Class under the topic unless the intent of the author is plainly literary and not informational. E.g. *Evenings with the skeptics.* By John Owens (London, 1881, 2 vols.). Written in the form of dialogs with fictitious setting, but interspersed with philosophic essays and of informational value.

19 Dissertations

Treat like pamphlets. See Pamphlets 24.

20 Facsimiles

(a) Facsimiles of printed books (except incunabula): Class with the originals or where the originals would be classed. E.g. photostats of old newspapers, or of rare books.

(b) Facsimiles of incunabula: Class with incunabula, not under the subject of the book. The work is nearly always of typographic interest only.

(c) Facsimiles of manuscripts: Class under the subject unless the manuscript is of special paleographic or artistic interest. E.g. facsimiles of the manuscript of Handel's "Messiah," of *Domesday book,* of Shelley's "Skylark." But class a work like the colored reproduction

of the Grimani Breviary under illumination of manuscripts, not (in this case) in Catholic liturgy.

The New York State Library rule is to class all facsimiles of manuscripts "with the manuscripts unless the manuscripts themselves would be classed elsewhere." Compare Manuscripts.

If all manuscripts and facsimiles of manuscripts are to be kept together, they may be classed by subject with a conventional symbol prefixed to the call-number (e.g. MS) thus bringing them together on the shelves or in cabinets.

21 Festival and holiday addresses

Class with other works on the festivals or under the subject which these anniversaries commemorate. E.g. Fourth of July, Thanksgiving Day.

The alternative is to class with orations, which does not bring out the subject matter; while to separate those having importance for the subject from those useful only as specimens of oratory is impracticable. See further comments under Fourth of July orations 298.

22 Inaugural addresses of college presidents, professors, and public officials

Class with other works on the institution, not attempting to determine the precise topic or theme of the discourse. E.g. *Rectorial addresses delivered before the University of Edinburgh,* 1859/1899 (London, 1900).

This rule will apply usually to individual addresses as well as to collections. The alternative of placing them strictly by the theme of the address is not so good for the reasons: (1) The subject is often vaguely defined; (2) the topic is usually treated largely in its bearing upon the institution or its methods or functions; (3) the addresses are integrally a part of the history of the institution.

23 Newspapers, Bound

Newspapers differ so radically from ordinary periodicals or books that there are good reasons for treating them as a distinct type of material. They are unlike books and yet are used for literary research, like inscriptions on stone or plaster, original coins, or other material not easily coordinated with books. They are issued daily; or, if weekly, they are much larger in size than weekly periodicals. Hence the issues of a year may require twelve or even more bindings, necessitating special shelves, rooms, tables, and mechanical appliances for making the volumes

available to the public. The two points that specially concern the classifier are: What is the distinction between a weekly newspaper and a weekly periodical? What arrangement to make of newspapers?

(a) Class a weekly serial of newspaper size with newspapers; one of smaller size with periodicals unless plainly only a purveyor of news.

Mechanical as this rule appears, the experience of classifiers will, it is believed, approve it.

(b) Class a weekly periodical issued by a newspaper, under a separate title and of different format, as a periodical. E.g. *Liberty,* issued by the *Chicago Tribune.*

(c) Class a weekly supplement, issued as an integral part of the Sunday or other issue of the newspaper, even when it has a separate title, as the supplement to that newspaper. E.g. *American magazine,* which is the Sunday supplement to the *Chicago American.*

(d) Arrange newspapers first by country in which issued; secondly by city, either in one alphabet or alphabetically under states or provinces; thirdly alphabetically by the significant word in the title. E.g. *Chicago Daily News* would be classed United States—Illinois (or Chicago directly)—Chicago—News, the words "Chicago" and "daily" being disregarded in the alphabetical arrangement by title. *Illinois Staats-Zeitung* would come under Illinois, not with German newspapers published in Germany.

24 Pamphlets

(a) Original editions of rare or otherwise valuable pamphlets—tracts, controversial treatises, addresses, or other pieces—published separately: Class and bind separately like books by subject.

b) Reprints of rare pamphlets numbered in series: Class by the subject covered by the series. E.g. A reprint of economic tracts (Baltimore, 1903–1915).

(c) Serial pamphlets: Class together by the subject covered. E.g. *Farmers' bulletins,* issued by the U.S. Department of Agriculture.

(d) Independent pamphlets: Class and handle like books if of considerable and permanent value; otherwise file by subject in vertical files or place on shelf by subject protected by cardboard covers tied with tape. Pamphlet boxes are less desirable because the pamphlets become bent from sagging or torn from frequent insertions.

25 Series and society publications

(a) Series formed to cover a certain field and bring together works that, if independent, would be classed outside of the field of the series: Class together. E.g. (1) The Humanists' library, edited by Lewis Einstein (Boston, 1907–1914). This is an example of a series that brings together, with a selective purpose, works of different content but characterized by being the writings of humanists, and as such of importance and special interest to students of humanism. (2) The Shakespeare classics (London, 1912). Class together because the intent of the series is to bring together from various sources works illustrating the works of Shakespeare as originals or analogs; these works if classed strictly by subject, e.g. Lodge's *Rosalynde,* would be scattered so far apart as to defeat the purpose of the series.

(b) Series arranged in chronological order or according to some systematic scheme: Class together. E.g. The Chronicles of America series (New Haven, 1919–1921).

Such series have far more significance for the whole ground covered by them than would a series of books arranged alphabetically by authors, whether numbered by volume or not. Series of the kind mentioned are thus in a way comprehensive works in several volumes, each covering one period or aspect of the subject.

(c) Biographical series covering one field of knowledge or one school of thought: Class together. E.g. (1)

English philosophers; (2) Fromanns Klassiker der philosophie (Stuttgart, 1910–). The latter series includes such diverse subjects as Aristotle, Carlyle, Mill and Goethe, each of whom is treated primarily as a philosophic thinker.

(d) Geographical series intended to include all the colonies of a nation: Class together. E.g. The English people overseas (Boston, 1912, 5v.) As one volume treats of the American Colonies, another of British India, another of Britain in the tropics, the set should be classed together as history of British possessions past and present; its specific subject is thus a history of British *colonies* as such.

New York State Library scatters such series by individual country.

(e) Series of texts in the less-known languages, or confined to a certain period in the history of a language: Class together. E.g. (1) University of Wales: Welsh texts (London, 1912–); (2) Early English Text Society (London, 1, 1864–). To scatter the works composing the latter series would be tragic for the student of early English literature.

(f) Series bringing together works exhibiting the teachings or tenets of a certain religious body, political party, or school of thought: Class together. E.g. Publications of the Wyclif Society.

(g) Series within series: Prefer the included series, especially if significant of some special topic or field. E.g. The Shakespeare classics, which forms one section of the Shakespeare library. Class under sources and analogs of Shakespeare's plays, not with general collections on Shakespeare.

(h) Series in which some or all of the numbered volumes contain more than one work in each: Class together.

(i) Series composed of tracts, pamphlets, or small volumes which it is desirable to bind collectively: Class

together. E.g. (1) A reprint of economic tracts (Baltimore, 1903–); (2) Catholic Truth Society publications.

(j) Series composed of numbered leaflets: Class together. E.g. Publications of the U. S. Department of Agriculture.

(k) Series of merely current or temporary usefulness as series: Scatter by subject. E.g. Home university library of modern knowledge.

The passing value of having such series together may be met by shelving them together.

(l) Other series: Scatter by subject.

The varying practice of the libraries represented in the A. L. A. *Survey of libraries* (Chicago, 1927) in classing "collections and books published in series," is summarized in that work (IV: 49–50).

26 Sets of varying character or contents

Keep together, either leaving the whole set under the original classification, even though unsuited to the later volumes of the series; or changing the whole set to a new location. E.g. *Current History,* published by the *New York Times.* This periodical began as *Current History of the European War* and after the close of the war became a general magazine of current events.

27 Special collections

Special collections, such as private libraries which have become parts of a public or institutional library; or collections made to cover all or certain features of a country or topic, which it is desirable to segregate in some way from the general collections: Class by subject but designate the book by some appropriate symbol prefixed to the call-number. Manuscripts may be treated in the same way. See Manuscripts 57.

By this device either the books will automatically be brought together in one place and will stand arranged in classified order; or if scattered through the library, the symbol will designate them as belonging to the special collection.

28 Thanksgiving Day addresses

Class together rather than attempt to determine the precise topic of the address.

The desire on the part of Thanksgiving Day speakers to avoid triteness may lead them into a great variety of fields; but the topic is nevertheless supposed to have significance for the occasion.

29 Translations

(a) Poetry, history and works in any field except fiction: Class with the originals.

(b) Fiction: Class with English fiction in popular libraries; with the originals in academic libraries.

FORM DIVISIONS

30 Cyclopedias and dictionaries

Class first by subject, secondly by form.

While this rule is almost a truism in library classification, yet it is subject to modification in the case of cyclopedias and dictionaries of somewhat wide scope or field of usefulness. The collection of books of general reference in the reading room may not improperly include cyclopedias of painting and handbooks of statistics arranged in one alphabet of authors; yet it is doubtful whether this arrangement is more useful than the classified arrangement.

"The various classifications provide for encyclopedic material of special topics under the topic, and as a rule this arrangement is decidedly preferable to any other. If, however, some special reason makes it seem advantageous to bring encyclopedias of all kinds together, this may be done by assigning the class mark designated in the system and prefixing some special mark or stamp, as "Ref." (reference) before the number."—(Pettee).

31 Indexes and calendars

Class with the topic indexed or calendared, not with the bibliography of the topic. E.g. (1) Calendars of state papers, issued by the Master of the Rolls. (2) Indexes of parish registers.

The New York State Library classes calendars with bibliography.

32 Periodicals

(a) Class a periodical according to its scope or by the field that it covers.

The scope of a periodical should be determined by (1) title; (2) editorial announcements; (3) contents. As periodicals are more likely to broaden their scope than to restrict it, it is better in cases of doubt to class by the broader of two fields. When the scope changes essentially, the subject catalog and suitable references serve to make the periodical known under its new scope. E.g. *Current History*, which started as *Current History of the European War*. There are decidedly practical difficulties in changing the call-number of a periodical every time it changes its scope or character.

Some libraries may prefer to class together all periodicals indexed in "Poole" in one alphabet for convenience. Now that the Wilson printed indexes to serials, however, include publications in many fields of knowledge, the same purpose is served by shelving the indexed serials in close proximity to the delivery desk.

(b) If a periodical changes title, keep it under the same call-number if the volume numbering is continued; but give it a new number and if necessary a new classification, if the volume numbering begins anew.

This ruling may sound mechanical and arbitrary, but long experience with classing periodicals will confirm alike its simplicity and its practicability.

(c) Periodicals (general in scope) published in a language foreign to that of the country in which they appear: Class by language, placing them in a group by themselves, if desired, under the country. E.g, (1) The *East of Asia* magazine, a non-political illustrated quarterly (Shanghai, 1902–1906). Published by English residents in Shanghai, China. Class with English, not Chinese, periodicals. (2) Deutscher volksfreund (New York, 1871–1906). Class with German, not American, periodicals. Compare Newspapers 23.

American and English periodicals are, of course, usually separated. The varying practice of libraries represented in the A. L. A. *Survey of libraries* (Chicago, 1927) in classifying periodicals, is summarized in that work (IV: 27–35).

BOOKS WRITTEN FOR ONE CLASS

33 Blind

Class books for the blind in a scheme of their own.

As these books will be used by none but the blind, their arrangement is obviously determined by this fact.

34 Children

Class by subject, but designate by some appropriate symbol, e.g., "J" for "juveniles" or "ch" for "children."

35 Debaters

Series (and perhaps books) written especially for debaters will be usefully classed together, not scattered throughout the classification under the subject.

This is purely a practical device to bring conveniently together books that are used for a similar purpose, especially by school children.

36 Draftsmen and designers in special fields

Class under the subject illustrated by the book (architecture, engineering, designing of heraldic crests). E.g. (1) Engineering drawing, which is an integral part of the technique of engineering and should be classed there, not under drawing (unless the system brings all kinds of drafting together under drawing). (2) *Heraldry for craftsmen and designers.* By W. H. St. John Hope (London, 1913). Written to explain to makers of crests and coats of arms the meaning of heraldic language and symbols and thus a work on heraldry.

37 Technicians

Class with works on the technique of the profession for which the book is intended. E.g. (1) Mathematics for electricians. Class under electrical engineering. (2) Accounting for charitable institutions. Class under administration of such institutions.

A book on mathematics for electricians includes only such portions of the science of mathematics as bear upon electric computations. It is thus a treatise on one branch of the technique of that profession, not a work on mathematics. Yet opinion is not unanimous upon this question and the varying practice of the libraries represented in the A. L. A. *Survey of*

libraries (Chicago, 1927) in classing "books written expressly for one class," is summarized in that work (IV: 40–41). Cf. "Theoretical-applied science" 159.

TIME DIVISIONS

38 Works upon any subject covering a limited period of time

Class first by subject, subdividing the subject by time divisions. If the topic is not important enough to subdivide, class such a work with other books on the subject rather than under the period division of a larger inclusive heading. Cf. Time divisions vs. Local divisions under History 249.

"Do not leave in general time divisions any material which may be classed by topic or which will go in local divisions. E.g. A work on Italian Renaissance art goes with Italian art, not under the general number for Renaissance art. Period divisions may be used, if desired, under topic or local division. The place or topic takes precedence over period division, with few exceptions. The Reformation period of church history is one of these exceptions. Dewey collects the country history for this period under the general number for the Reformation, but the advantage of this is doubtful."—(Pettee.) The case of the Reformation may be considered by some classifiers, however, as a *topic,* i.e. revolt against the Catholic Church, subdivided by the countries in which this movement occurred.

39 Works covering more than one period subdivision of the classification

(a) If several periods are covered: Class either under the general heading or, if the period is less than a century, class by centuries.

Treat the century as beginning with the odd year and ending with the even hundred.

(b) If the work covers two periods for which provision is made in the classification: Class under the first, unless the second decidedly preponderates.

Sometimes an author, who aims to trace the causes or origins of events in one period, will review the events of a preceding period with that intent. In that case class under the second period. New York State Library classes under the predominant period; if this period is doubtful, under the first.

40 Chronological sequence for books in certain classes

Arrange by date within the classification:

(a) Incunabula
(b) Bible texts
(c) Liturgical books
(d) Editions of the same work
(e) Scientific books in a scientific library

Convenient notations for books to be kept in order of date are: Biscoe numbers; Merrill numbers for dates; or the dates written out in full.

LOCAL TREATMENT OF TOPICS

41 Works treating a subject limited in scope to a single country or locality

(a) Class first by topic, secondly by local subdivision. E.g. (1) *Animal life in Italian painting.* By William Norton Howe (London, 1912). Class under painting of animals, not under Italian painting. (2) Internal revenue taxation in the United States. Class under internal revenue, whether subdivided by country or not, and not under taxation in the United States.

The tendency which some classifiers as well as some system-makers have of making exceptions to the rule of "topic first, place second" is contrary to the principle of close classification. Country divisions are seldom subdivided by topic; hence when works on special topics are placed under country subdivisions of larger scope than the topic, these works are lost. If every special topic is given a place, however, local subdivision under it is easily made, if desirable.

(b) Works treating of local conditions exclusively: Class locally, whether the title reads so or not. E.g. *A history of university reform from 1800 A.D.* By A. I. Tillyard (1913). Treats only of higher education in England, although the title suggests a wider field.

(c) Works manifestly designed to treat a topic in a general way but using local data or illustrating the theme by describing local conditions: Class under the general topic.

In other words if local conditions form the theme of the book, class locally; if local conditions are merely illustrative of general principles, class with the general topic. If all books making use of local conditions to illustrate a general theme were to be treated as local in scope, there would be little literature left under the general topic. Such a question as "protection or free trade," if treated by an American, will deal largely with American conditions, if by an Englishman, it will be based on English conditions; yet the book may be a general treatment of the question.

42 History of the theory of a subject, treated locally

Class with theory, not history, of the subject, subdivided by country, if desired.

History of economic thought in England may be viewed in three ways (1) as theory, (2) as history, (3) as English economics. If classed as theory, it would come (in Dewey) in 330.1; if classed as history of economic thought, it would come in 330.9; if classed as English economics, it would come in 330.942. By classing such a work in theory of economics, subdivided, if desired, by country, it is separated from literature of quite different scope, namely, economic conditions. Similarly, history of esthetics in England should be separated from history of art in England.

The John Crerar Library rule is: "Class the history of the political theory of a special country, e.g. history of Hindu political theories, under the history of political science in that country instead of under theory of political science in general. This would apply also under other subjects, e.g. history of Hindu statistical theories, history of Hindu economic theories, history of Hindu banking theories, etc. This decision is debatable. Some libraries have found it advisable to class such material under either the theory of the subject or under the history of the subject." Classing under theory always conforms to the principle: class by subject, subdividing by country. Theory, not economic conditions, is the subject here. Another example is: *International arbitration amongst the Greeks.* By Marcus Niebuhr Tod (Oxford, 1913). Class under international arbitration, not under Greek history or foreign relations.

43 Great Britain vs. England

If a distinction is made between Great Britain and England in classing books treating of one or the other: Class (a) books of travel strictly according to the territory covered; but (b) books in other fields under either

England or Great Britain, as preferred, but without separation.

Separation in other subjects than travel is both impracticable and inconvenient. The term "British" is often used without definite connotation; even works that can be differentiated cover much the same field and are better classed in the same section. E.g. *A dictionary of English and folk-names of British birds.* By H. Kirke Swann (London, 1913). The bibliography given in this volume mentions his work upon "English" and twenty other works on "British" birds; yet most of the birds are English. History of Great Britain is largely England for the earlier period; international relations are handled in London and the three "kingdoms" act as one unit, so far as the classifier is concerned.

CLASSIFICATION UNDER SPECIAL SUBJECTS

BIBLIOGRAPHY Dewey No. 010

44 Definition and scope of the class

"Bibliography in its broadest sense treats of all that appertains to the outward form of books,—their materials, printing, publishing and care. Called by various names, this material is grouped together in all classifications. The term bibliography, however, is generally restricted to lists of books of various kinds, either covering many topics,—publishers' catalogs, dealers' lists, library catalogs; or restricted in scope."—(Pettee). Bibliographies covering but one field or topic of knowledge are in some systems grouped together by some scheme or arrangement; in others provision is made under each subject for its bibliography.

"Material in this class is concerned strictly with the history of books as books,—their editions, dates, and form; it is not concerned with discussion upon the ideas of the author. It is difficult sometimes to draw the line between the history of a book and the history of the subject matter of the book. But theoretically the latter has no place in bibliography; it belongs in history of literature, art, science or technology."—(Pettee).

45 Bibliography vs. Catalogs

Disregard the distinction between the bibliography of a subject and catalogs of books in some collection relating to the subject. Class under bibliography of the topic. E.g. (1) *Books on the great war.* By F. W. T. Lange

(London, 1915–). (2) *European war collection* [in] *Princeton university library* (Princeton, 1918). Class both under bibliography of the war.

The only objection to this ruling is that a collection of books belonging to an individual has a certain association with him, and one connected with an institution forms part of the resources of that institution; but the subject catalog or even the author catalog, will bring out this aspect of the book.

46 Literary history of a topic **Dewey No. 010**

Class with history, not bibliography, of the topic. E.g. (1) *English historical literature in the fifteenth century.* By Charles Lethbridge Kingsford (Oxford, 1913). Class in history of England, subdivision historiography. (2) *Essai sur l'histoire de l'idée de progrès jusqu'à la fin du xviii. siècle.* Par Jules Delvaille (Paris, 1910). A history of the idea, not of the literature, of progress; hence to be classed with history of the topic. (3) *Die Geschichtsphilosophie Hegel's und der Hegelianer bis auf Marx und Hartmann.* Von Paul Barth (Leipzig, 1890). Class is historiography. It is also an example of Topic vs. school, 67.

The alternative is classing such works in bibliography of the subject, which may be preferred if the work is largely a list of books.

47 Bibliography of individuals **Dewey No. 012**

(a) Bibliography of persons who are not writers or not ranking as such: Class in bibliography of individuals. E.g. *Bibliography of Napoleon.* By F. Kircheisen (London, 1902).

(b) Bibliography of individual writers: Class in literature when their collected works and works about them are placed there. E.g. *Chaucer, a bibliographical manual.* By Eleanor P. Hammond (New York, 1908). But class in bibliography of the special topic illustrated by their writings when these writings themselves are classed elsewhere than in literature. E.g. *Bibliography of the works of Father Louis Hennepin.* By Victor H. Paltsits

(Chicago, 1903). Class in bibliography of travel in the Mississippi Valley.

New York State Library rule is, with very few exceptions, to class bibliography of writers in that special section (D. C. 012), not with the collected works of the author or under the subject illustrated by them. This is undoubtedly the easiest place to find the bibliography of an author. The decision will rest largely upon whether subject bibliography is kept together or is scattered by subject.

If a distinction is made between history of an author's writings and bibliography of his works, the books can be divided only by literary form; lists of titles in alphabetical or chronological sequence being treated as bibliography, and narrative text being treated as biography.

48 Local bibliography (Bibliography of books about a place) Dewey No. 015

Class with bibliographies of works published *in* that place, unless limited to one aspect of the place, e.g. travel, art, literature. In other words, mix subject bibliography with national bibliography when the scope is general in content but local in extent. E.g. (1) *Bibliography of Rhode Island . . . publications relating to Rhode Island.* By J. R. Bartlett (Providence, 1864). (2) *Rhode Island imprints . . . 1727–1800* (Providence, 1915).

A possible reason for separation of the two classes of books, namely, that works about a place may include foreign publications, is outweighed by the consideration that works published in a place include a still larger proportion of works concerning it in one way or another.

New York State Library classes bibliographies of miscellaneous works about a place with bibliographies of the *history* of the place. Cutter, on the other hand, would class general bibliography of books about a place with bibliography of *description* of the place.

The author's experience, covering many years, in mixing bibliography of works printed *in* a place with bibliography of works *about* it, satisfies him as to the wisdom of the above rule.

49 National vs. subject bibliography

A work of bibliography covering works printed in a country as well as works treating of it but printed elsewhere: Class under national bibliography.

New York State Library classes such works under subject bibliography "unless the national feature clearly predominates."

50 Printing vs. Bibliography **Dewey No. 015**

(a) Local lists of printers or printing presses, arranged by printers and containing biographical data: Class under printing. E.g. *The early Massachusetts press, 1638–1711.* By George Emory Littlefield (Boston, 1907, 2v.). Class under printing in Massachusetts.

(b) Lists of publications of a country, arranged by authors or subjects: Class in national bibliography. E.g. *A century of printing; the issues of the press in Pennsylvania, 1685–1784.* By Charles R. Hildeburn (Philadelphia, 1885–86, 2v.). Class under local bibliography.

A distinction must be made unless the classifier is satisfied to leave vacant the sections of printing in a special country or place, classing all lists of books printed in a country or place under national or local bibliography.

The varying practice of the libraries represented in the A. L. A. *Survey of libraries* (Chicago, 1927) in regard to the classification of "local bibliographies and local printing" is summarized in that work (IV. 22–23); "history of printing and national bibliography" (IV: 56–57).

51 Subject bibliography **Dewey No. 016**

Bibliography of special kinds or forms of literature: Class under bibliography of special subjects. E.g. *A list of English tales and prose romances printed before 1740.* By Arundell Esdaile (London, 1912). Class in bibliography of English romances.

52 Special collections

Catalogs and lists of books on some special subject located in a single library: Class under bibliography of the topic, not with general catalogs of the library. E.g. (1) *Catalog of the Washington collection in the Boston Athenæum . . .* (Boston, 1897). (2) *Revised catalog of the J. Sanford Saltus collection of Louis XVII books*

in the library of the Salmagundi Club (New York, 1905).

The author catalog will serve sufficiently as an inventory of the special collections in a given library.

53 Catalogs **Dewey No. 017**

Auction, booksellers', library catalogs, when on specific subjects: Class with bibliography of the subject best illustrated by them.

54 Catalogs of manuscripts See § 59

55 Libraries **Dewey No. 027**

(a) Class by geographical division, not by type of library.—(John Crerar Library).

(b) Annual reports: Class by geographic division even when largely bibliographic in content or lying in a special field of knowledge, e.g. theology, law.—(John Crerar Library).

The catalog will bring out the subject matter, if worth while. The administration of the library is the underlying subject of every annual report.

56 Libraries, Private

A catalog of a private library, when that library has been gathered professedly to illustrate the literature of a special subject, or practically and predominantly does so: Class under the bibliography of that special subject. E.g. (1) *Sporting and colored plate books; the library of William C. Dulles* (New York, 1912). Class in bibliography of sports. (2) *The historical library of Dr. George C. F. Williams . . . relating to the American revolution* (New York, 1926). Class in bibliography of the American revolution.

As such catalogs are usually entered under the name of the owner in the author catalog, there is nothing gained, and often valuable bibliographical material is buried, by classing them along with private libraries of miscellaneous content.

MANUSCRIPTS

57 Original manuscripts — Dewey No. 091

Original manuscripts will usually be kept like rare books in a place by themselves. It is recommended that they be classed by subject rather than alphabetically by authors, except in the case of manuscripts in oriental or other languages known only to specialists. Manuscripts in these less known languages should be classed by language, irrespective of the subject matter. A symbol, e.g. MS, prefixed to the call-number, will automatically bring the manuscripts together and yet they will stand in order of the classification. The varying practice of libraries represented in the A. L. A. *Survey of libraries* (Chicago, 1927) in regard to the classification of manuscripts and of facsimile reproductions of them is summarized in that work (IV: 27).

58 Facsimiles of manuscripts

(a) Facsimiles of manuscripts designed to show the style of writing of different periods, abbreviations, and the like: Class in paleography. E.g. Facsimiles of ancient (i.e. Greek or Roman) manuscripts.

(b) Facsimiles of charters and other documents designed to serve as historical sources: Class in paleography. E.g. *Facsimiles of royal and other charters in the British Museum* (London, 1903–).

The reason for not classing these in history is that only experts in the reading of manuscripts can use them, and hence they will not be used by ordinary readers. The subject catalog must bring out the subject matter of them.

(c) Facsimiles of illuminated manuscripts: Class in art. E.g. *Illuminated manuscripts in the British Museum.* By George F. Warner (London, 1903). Students of the art of illumination make frequent use of this type of book.

(d) Facsimiles of Biblical manuscripts: Class under the Bible. E.g. *Facsimiles of Biblical manuscripts in the British Museum,* ed. by Frederic G. Kenyon (London, 1900). Class with the original texts of the Bible, where they will be accessible to Biblical students.

(e) Facsimiles of autographs: Class with books on autographs. E.g. *Facsimiles of royal, historical, literary, and other autographs in the British Museum,* ed. by George F. Warner (London, 1895–99, 5 series).

(f) Facsimiles of complete works in manuscript intended for literary or textual study: Class by subject or language. E.g. Facsimiles of Irish manuscripts issued by the Royal Irish Academy. Class in Irish literature.

(g) "Princeps editions" of ancient manuscripts recovered in modern times, especially of the classical authors: Class with the works of these authors, not in paleography. E.g. Aristotle on the constitution of Athens, "now for the first time given to the world from the unique text in the British Museum papyrus cxxxi" (London, 1891).

The New York State Library rule is to class all facsimiles of manuscripts "with the manuscripts themselves," i.e. in 417, "unless the manuscripts themselves would be classed elsewhere." This is apparently based on the assumption that users of these facsimiles will use them as manuscripts instead of as texts. The increasing use of the photostat to reproduce manuscripts for use as the original texts of a given work makes the classification of the reproductions by subject more desirable. The catalog will call attention to the presence in the library of the manuscript in facsimile. Genealogical works, for example, whether in handwriting or typewriting, are of no interest as manuscripts; facsimiles of illuminated manuscripts are of great interest under illumination.

59 Catalogs of manuscripts — Dewey No. 091

Class catalogs of manuscripts in the following order of precedence:

1. Manuscripts on a special subject or in a special form (e.g. illuminated)
2. Manuscripts in the same language
3. Manuscripts existing in a given country, city, or library

E.g. (1) Descriptive list of manuscript collections of

the State Historical Society of Wisconsin . . . on American history. Class in bibliography of American history. (2) A list of French manuscripts on the French Revolution contained in the Bibliothèque Nationale would go under bibliography of the Revolution; one of French manuscripts on many fields would go under language, not by locality, which will be reserved for those in many languages but preserved in one place or one library.

This rule is invoked in cases where subject, language, or locality might with equal propriety be selected.

60 Personal manuscripts **Dewey No. 091**

(a) Catalogs or descriptions of the manuscripts of an individual writer: Class with bibliography of his writings.

(b) Extracts from the manuscripts of a given author: Class by subject like any book.

INCUNABULA Dewey No. 093

61 Incunabula or works printed before 1500 (or 1550)

(a) Original incunabula: Class by themselves under printing.

This will cover Bibles, works of the church fathers, writings of the Greek or Latin authors, as well as other works; also facsimiles of them. Facsimiles are obviously of the same interest as the originals as specimens of printing. Works of this period rarely have any use as informational literature, and if used as texts at all, are preferred by readers in later editions.

(b) A facsimile of a single work printed in the fifteenth century: Class with incunabula, not by subject. E.g. *The Fifteen O's and other prayers.* Printed . . . by William Caxton. Reproduced in photo-lithography by Stephen Ayling (London, 1869). Class with incunabula, leaving to the catalog to bring it out as an edition of a book otherwise interesting for its contents.

(c) A work treating of a special group of incunabula, e.g., Bibles: Class under bibliography of the subject, not

under bibliography of incunabula. E.g. *Fifteenth century Bibles; a study in bibliography.* By Wendell Prime (New York, 1888). Class under bibliography of the Bible.

The reason for this apparent inconsistency is that when grouped by subject, incunabula assume an added interest aside from their connection with printing and become of value for the bibliography or history of the subject. Moreover, incunabula will be arranged by presses with no provision for bringing out their subject matter.

(d) Publications of famous early presses like the Froben or Aldine presses: Keep together under printing even though some works were issued by these presses after 1500.

The arrangement of incunabula is largely a concern of the system of classification; but libraries having large collections find useful the arrangement adopted by the British Museum Library: country, city, press, title; the sequence being chronological throughout. By following this comprehensive catalog, moreover, use may be made of the Proctor numbers both to arrange the collection and to refer to the catalog for details.

62 Incunabula Bibles **Dewey No. 093**

Bibles printed before 1500: Class with incunabula; class here also facsimiles of incunabula Bibles. E.g. 42-Line Bible.

The bibliographical interest in Bibles printed before 1500 outweighs that in them as texts of the Bible.

BINDINGS Dewey No. 095

63 Books in extra fine bindings, acquired or kept as specimens of binding or for exhibition

Class together as bindings, not by subject.

The subject catalog will bring out the subject of the book; and as this copy of the work will not ordinarily be used for reading but only for exhibition, its value lies more in its appearance than in its contents.

PHILOSOPHY Dewey No. 100

64 Definition and scope of the class

"Philosophy is the attempt to organize our collective

knowledge of the universe into some consistent explanation of the ultimate realities that underlie it. In this broad general sense it is used by our classifications. The philosophy of a special science means an attempt to get at the underlying principles of that particular science and it belongs with the particular science. Much popular literature is in a popular sense 'a philosophy of life'; but in general such unsystematic discussion should be classed in literature, leaving the class philosophy to contain works that formulate the realities of mind and matter in some systematic order, and to the history of the attempts to do so."—(Pettee).

65 Works of philosophers **Dewey No. 100**

(a) The collected works of philosophers and criticism of them: Class in the section of philosophy assigned to individual philosophers, not under the system of philosophy or school of thought that they represent or are supposed to represent. E.g. Class Hegel's works under German philosophers, not under idealism.

(b) Individual works written by well-known philosophers upon specific topics in philosophy: Class by topic. E.g. Kant's *Ethics.* Class under ethics. But Hegel's *Logic,* being really a metaphysical treatise laying the foundation for his system of philosophy, is best classed with his collected works.

(c) Treatises of writers not fully recognized as "philosophers": Class by topic unless the treatise is practically a system of philosophy. E.g. *Knowledge, life and reality.* By George T. Ladd (New York, 1909). Class under American philosophers; but class his *Physiological psychology* under psychology.

(d) Views of philosophers upon topics other than philosophic, e.g. education: Class by topic, but in case of doubt, prefer philosophy. E.g. *The educational theory of Immanuel Kant;* tr. and ed. by Edward Franklin Buchner (Philadelphia, 1908). Class under pedagogy.

66 Philosophic ideas in literature **Dewey No. 100**

Class as literature. E.g. Philosophy of the Meistersingers.

Philosophy in literature is generally more in the nature of a certain outlook on life than a systematic attempt to understand the ultimate reality of the universe.

67 Schools of thought

Reserve this section of philosophy for comprehensive treatises and history of given schools of thought, e.g. idealism, materialism. Do not class here works written by adherents of a given school upon topics other than philosophic. E.g. *Die Geschichtsphilosophie Hegel's und der Hegelianer bis auf Marx und Hartmann.* Von Paul Barth (Leipzig, 1890). Although this work gives the views on the philosophy of history of only one group of writers and that group a school of philosophy, yet the underlying topic is the philosophy of history, which has a place under history.

The varying practice of the libraries represented in the A. L. A. *Survey of libraries* (Chicago, 1927), in classing the works of philosophers, is summarized in that work (IV: 44–46).

PSYCHOLOGY Dewey No. 150

68 Definition and scope of the class

"Psychology in its present stage has reached the status of a pure science. In method it has as completely detached itself from philosophy as have the groups of sciences which formerly went under the name 'natural philosophy.' It is as yet, however, attached in most classifications to the group Philosophy because of its former close association with it. It may be defined as the scientific study of mental phenomena of all kinds. As a definite scientific method of approaching phenomena of all kinds psychology has the unity that forms a distinct class. The psychology of the crowd, the psychology of advertising, the psychology of religion, the psychology of beauty

or esthetics, connote the study of mental phenomena in various aspects. The classifications do not always keep them together, but the classifier will be wise if he appreciates the logical unity of the subject and keeps as much psychological material together as his system permits."—(Pettee). But if the term "psychology" is used in a title in the sense of psychic causes of events or movements, the work may deal quite as much with the subject concerned as with mental phenomena as such.

69 Psychology (i.e. psychic causes or principles) of special phenomena or events **Dewey No. 150**

Class under the topic. E.g. (1) *The psychology of revolution.* By Gustave Le Bon; tr. by Bernard Miall (London, 1913). Class under revolution. (2) *An introduction to the experimental psychology of beauty.* By C. W. Valentine (London, 1913). Class under esthetics.

70 Psychology of politics and history

Class under national character, which covers both.

RELIGION Dewey No. 200

71 Definition and scope of the class

"In considering religious phenomena as a separate group detached from other phases of life, the classifications follow the lines of cleavage of the older theology, which makes a clear-cut separation between the world of the spirit and the world of matter, a distinction which is breaking down under the methods of modern science. Inconsistently enough, however, revealed religion is grouped in the same class with the heathen religions, which are based upon no special revelation, and it is treated coordinately as one religion among many.

"As a class it borders upon philosophy; but a treatise however philosophical, which introduces material associated with a religious cult or with religious ceremonies,

should be classed rather with religion than with philosophy. Philosophical topics common to all religions, such as the ultimate reality, the nature of good and evil, should be classed with philosophy unless the tenets of a particular religion are involved."—(Pettee).

DOCTRINAL THEOLOGY

72 Theological point of view **Dewey No. 230**

(a) Theological doctrines: Class under the topic without reference to the author's point of view. E.g. A work on moral theology written by a Jesuit; one on the Trinity written by a Unitarian; one on Christ written by a Jew. Class under the topic, not with doctrinal works covering respectively the distinctive beliefs of Catholics, Unitarians, or Jews.

This will apply to controversial, systematic or historical treatises upon any individual doctrines of Christianity, e.g. baptism, Lord's Supper, Trinity. It will not apply to individual doctrines of peculiar tenets of Mohammedans, Mormons, Theosophists and the like, because the section theology in most classifications means Christian theology.

(b) Systematic theology: Class under that section, not under the doctrines of the church or sect to which the author belongs, unless the intent of the author is historical and not systematic. E.g. (1) *The summa theologica of St. Thomas Aquinas; literally translated by Fathers of the English Dominican province* (London, (1911–1925). Class in systematic, not in Catholic, theology. (2) *The positive evolution of religion; its moral and social reaction.* By Frederic Harrison (London, 1913). Class under Christianity, not under Positivism, because the work is an examination of the claims of Christianity.

The varying practice of the libraries represented in the A. L. A. *Survey of libraries* (Chicago, 1927), in classing religious works, is summarized in that work (IV: 52).

73 Political opinions of theologians **Dewey No. 230**

Class by subject. E.g. *The political theories of Martin Luther.* (New York, 1910).

74 Sermons **Dewey No. 252**

(a) A collection of sermons treating all of one topic: Class under the topic. E.g. *Forefathers' day sermons.* By Charles E. Jefferson (Boston, 1917). Class under Pilgrim Fathers.

(b) If this topic is the teaching of a special church or sect: Class in doctrinal theology.

(c) If this topic is a text or book of the Bible: Class under Bible, unless decidedly homiletical in character. E.g. *Sermons on Our Lord's parables.* By C. H. Spurgeon (London, 1894). Class under Parables.

"The Union Theological Seminary Library classes sermons by topic always except sermons exegetical of a text of the Bible, thus: (1) Class missionary sermons under missions; (2) funeral or commemorative sermons under biography; (3) dedication or anniversary sermons under social church history; (4) expository sermons, however, not under the text of the Bible treated, but with collections of sermons by the author." —(Pettee).

"Within the class sermons: (1) Give language precedence; (2) under language, class by occasion, e.g. Christmas, Fast day, Election, etc."—(Pettee).

The varying practice of the libraries represented in the A. L. A. *Survey of libraries* (Chicago, 1927), in classing sermons, is summarized in that work (IV: 50).

CHURCH HISTORY Dewey No. 270

75 Ecclesiastical districts vs. Geographical districts

(a) A work on the architecture of churches of an ecclesiastical district (diocese, archdeaconry, deanery, parish) or on the secular history or travel in that district: Class under the *geographical* district coterminous with or including the ecclesiastical. E.g. *An architectural survey*

of the churches in the archdeaconry of Lindisfarne in the county of Northumberland. By Frederick Richard Wilson (Newcastle-upon-Tyne, 1870). The archdeaconry of Lindisfarne is not coterminous with the island of Lindisfarne, and works upon its church architecture should go under Northumberland, in which it is located.

(b) The history or organization of the ecclesiastical district as such: Class under the church having jurisdiction over it, not under the geographical territory. E.g. The records of the Northern [i.e. York (province)] convocation (Durham, 1907). Class under Church of England, not under church history of the county of York.

In other words, the history of an ecclesiastical district is more closely linked with the church of which it forms a part than it is with the religious history of the geographical territory in which there may coexist several churches or sects.

76 Local churches **Dewey No. 270**

(a) History of an individual church or congregation: Class in local church history, not with history of the denomination. E.g. (1) *One hundred and fiftieth anniversary, First Church of Christ, New Britain, Connecticut, April 25–27, 1908.* Class in church history of New Britain. (2) *Ninetieth anniversary of St. James church, Chicago, 1834–1924* (Chicago, 1924).

The New York State Library classes in local secular history. Miss Farrar, of the Springfield (Mass.) City Library, recommends this as an alternative. The early New England churches were much more closely identified with the history of the towns than are present churches.

Students of the history of a denomination must look in local church history if they expect to cover local affairs of a given denomination.

(b) History of a number of churches of the same denomination: Class in history of that denomination. E.g. *List of Congregational ecclesiastical societies established in Connecticut before 1818 with their changes.* Published by the Connecticut Historical Society (Hartford, 1913). Class in Congregationalists.

New York State Library classes history of several churches, when limited to a town or county, in local secular history.

77 Medieval church history **Dewey No. 270**

Works on the medieval history of the Catholic Church in different countries: Class under the church history of the country, not under Catholics in that country, unless the system rules otherwise. Works dealing with the conflicts or diplomatic relations of a country with the Papacy will go there also. E.g. *The medieval Church in Scotland.* By John Dowden (Glasgow, 1910). The subject catalog will have, of course, entry under Catholics in Scotland.

78 Medieval local church history

(a) Class under church history, not under Catholic Church in the country or place concerned. E.g. *"Crede mihi"; the most ancient register book of the Archbishops of Dublin before the Reformation;* ed. by J. T. Gilbert (Dublin, 1897). Class in church history of Dublin, not in history of the Catholic Church in Ireland.

Although the local church was, of course, the Catholic church, yet its history forms the only church history of the time. This arrangement also keeps together the religious history of the place and avoids committing the library in controversial matters.

"Class all local church history by the local number under general, i.e. secular, history."—(Pettee). To do this, however, seems to sacrifice the subject matter entirely to local considerations.

(b) The medieval history of a town which was also a bishop's see: Class under secular history, unless the intent of the author is to deal only with church affairs. E.g. *Medieval Glasgow.* By the Rev. James Primrose (Glasgow, 1913). "Round each of the leading prelates who sat in the chair of St. Kentigern the history of the city during their time has been centered" (preface). Class in history of Glasgow.

The practice of the various libraries represented in the A. L. A. *Survey of libraries* (Chicago, 1927), in regard to the classification of "local medieval church history" is summarized in that work (IV: 25–26).

79 Parishes **Dewey No. 270**

History of a "parish" meaning a *geographical* subdivision of a county, as in England: Class in secular, not in religious history, unless professedly church history.

80 Chronicles, Monastic **Dewey No. 271**

Class under history of the country and period with which they are concerned, unless concerned avowedly with the history of a monastery or of a monastic order. E.g. Ingulph's *Chronicle of the abbey of Croyland with continuations* (London, 1854). Class with other chronicles of England A.D. 704–1486.

The monastic chroniclers were the principal historians of the times in which they lived.

81 Denominational periodicals **Dewey No. 280**

Periodicals issued by members or organizations of a given church or denomination, and distinctively marked as such in their scope: Class by professed scope. E.g. *Illinois Catholic Historical Review.* Class in Illinois history, not under Catholics in Illinois. But class *Catholic World* in general periodicals.

This is in accord with the rule to class a book by its subject (in theology) and not by the point of view of the author. A denominational periodical will naturally stress the aspect of the subject peculiar to the denomination.

82 Papal relations with countries **Dewey No. 282**

(a) A collection of papal letters or documents relating to a country: Class under the church history of that country, not under its general or secular history. E.g. *Calendar of entries in the papal registers relating to Great Britain and Ireland; papal letters;* pub. by the Master of the Rolls. v. 1, 1198+ (London, 1893+). Class under medieval church history of Great Britain.

While such documents are often closely connected with secular or diplomatic history, the justification of the rule is found in the fact that the ground of all relations between the govern-

ment of a country and the See of Rome has been primarily the Catholic Church in that country and its relations to the state.

(b) A selection of papal letters or documents relating to a special topic or event: Class by the subject illustrated. E.g. *Bullarium Franciscanum* (Romæ, 1759–1908, 8 vols.). Class with Franciscans.

(c) Works on relation or dealings of a nation with the Papacy: Class in church history of the country concerned, unless the matter is strictly secular history. E.g. *L'église romaine et le premier empire, 1800–1814.* Par le comte d'Haussonville. (Paris, 1870. 5 vols.) Class in church history of France.

While the medieval relation of emperor or king with the pope was often broader than ecclesiastical, yet the *primary* concern of the papacy was the church in a given country, not political affairs merely as such. Hence it is difficult to draw the line between ecclesiastical and secular history.

The practice of the various libraries represented in the A. L. A. *Survey of libraries* (Chicago, 1927), in regard to the classification of "diplomatic history of the papacy," is summarized in that work (IV: 26–27).

COMPARATIVE RELIGION Dewey No. 291

83 Change of religion

A work treating of the passage of a people or nation from one religion to another: Class under the later religion. E.g. *Paganism and Christianity in Egypt.* By Philip David Scott-Moncrieff (Cambridge, 1913). Class under Christianity in Egypt.

The reasons for this are: (1) the later religion is the one that in this case prevails and hence is the more important; (2) the origin of a new movement is more important to the student than the decay of an old one.

84 Race or religion vs. Topic

A work on the part taken by a race (e.g. Jews) or by members of a church (e.g. Catholics) in a given movement: Class under the topic, subdivided if desired, in

preference to history of the race or church. E.g. (1) *The importance of the Jews for the preservation and revival of learning during the middle ages.* By Dr. M. I. Schleiden; tr. by Maurice Kleimenhagen (London, 1911). Class under literary history of the middle ages. (2) *Catholic churchmen in science.* By James J. Walsh (Philadelphia, 1906–09. 2 series). Class in biography of scientists.

85 Religious doctrines and practices **Dewey No. 291**

(a) A distinctively Christian doctrine: Class by topic in doctrinal theology. E.g. *The idea of atonement in Christian theology.* By Hastings Rashdall (London, 1919).

(b) A single doctrine or practice, e.g. divination, or sacrifice, as believed or practiced in a non-Christian religion: Class under the religion. E.g. *Greek divination.* By W. R. Halliday (London, 1913). Class under Greek religion.

(c) A religious belief or practice running through several religions, e.g. sacrifice, or nature worship, treated comparatively: Class by topic in comparative religion. E.g. *The ideals of asceticism, an essay in the comparative study of religion.* By Oscar Hardman (London, 1924). Class under asceticism as a topic in comparative religion.

The alternative of detaching and segregating under a separate heading religious doctrines or practices of every kind is decidedly "advanced," and is even repellent to many minds. Thus to put under one heading Jewish, Christian, Roman (pagan), and heathen sacrifice may seem logical to some students of comparative religion; but it will not fit the older literature.

"I should class all religious rites and practices strictly under the religion of which they form a part."—(Pettee).

86 Animals in folk-lore and religions

Class in folk-lore. E.g. *The place of animals in human thought.* By the Countess Evelyn Martinengo Cesaresco (London, 1909). Class in folk-lore.

Animal lore will usually be classed in folk-lore, and religious symbolism of animals under that topic in comparative religion.

For art symbolism *see* Animals in art 178.

SOCIOLOGY Dewey No. 300

87 Definition and scope of class

Social sciences is a heading used by Cutter in his classification to cover economics, sociology (in a narrow sense), political science and law. Dewey uses the term sociology to cover the same fields. Library of Congress excludes political science and law from the field of social sciences.

As a class without subdivision it will be used by the classifier mostly for periodicals and for cyclopedias and comprehensive works.

88 Economic, legal and political documents

Class strictly by the aspect of the subject illustrated, not in history, unless the intent of the author is manifestly selective and the work is meant to illustrate history. Cf. Illustrative material, 13.

The varying practice of libraries represented in the A. L. A. *Survey of libraries* (Chicago, 1927), in classing such documents, is summarized in that work (IV: 36–38).

The subject catalog will always bring out, under "sources of history," material of value; while the student of the history of economics or of legal history has quite as much right as has the historian, to find economic source material under economics and legal source material under law.

89 Statistics of a special subject treated locally

Class by subject first, subdividing by country if desired.

The John Crerar Library rule is: Class statistics of any special matter with the subject, i.e. "the topic outranks the locality."

POLITICAL SCIENCE Dewey No. 320

90 Administration, constitutions and institutions

Distinguish works on these three topics as follows:— Administration covers operations of the government and of its officials; constitutions cover written or unwritten fundamental structure and law of the state, its history and interpretation; institutions cover form of government, religious, educational and social organizations.

91 History of the political theory of a special country or school

Class under history of political science, not under politics and government of the country, unless the intent of the book is primarily descriptive of institutions and not of ideas. E.g. *The political ideas of the Greeks.* By J. L. Myres (London, 1927). Class in history of political theory.

92 National political ideals

(a) Works on national ideals: Class by the feature of national life concerned. E.g. Class Bonapartism under French constitution and government, as it concerns the fundamental organization of the French state; Monroe doctrine under American foreign relations, as it concerns the relations of America to foreign nations.

(b) Works on certain ideals or principles, e.g. pacifism, theocracy, as exemplified in the history of a given nation or community: Class in history of the nation or community. E.g. (1) *Peace principles exemplified in the early history of Pennsylvania.* By Samuel M. Janney (Philadelphia, 1888). Class under history of Pennsylvania. (2) *Wonder-working providence of Zion's Saviour in New England.* By Captain Edward Johnson. Class in history of Massachusetts.

93 Government documents **Dewey No. 320**

(a) "When indefinite in scope, or composed of bound volumes of various departmental reports, or when purely administrative in character: Class geographically under administration."—(John Crerar Library). E.g. U. S. Department of the Interior, Report.

(b) "When limited to a special subject: Class under subject."—(John Crerar Library). E.g. Illinois tax commission, Report; U. S. Department of education, Reports.

Libraries using the Government classification of United States public documents will, of course, keep all publications of the same department or bureau shelved together. This arrangement has much to recommend it as a labor-saver, since call-numbers are assigned in Washington to the thousands of government documents distributed by the Superintendent of Documents. Cards referring to these Government numbers may be filed under subjects in the subject catalog.

The varying practice of the libraries represented in the A. L. A. *Survey of libraries* (Chicago, 1927), in classing government documents, is summarized in that work (IV: 12–13).

94 Political policy **Dewey No. 323**

History of the political policy of a country toward a dependency of that country: Class under the politics of the dependency. E.g. *Gladstone and Ireland; the Irish policy of Parliament from 1850–1894.* By Lord Eversley (London). Class in politics of Ireland.

Such a work is not a history of the dependency because the events described take place as much in the mother country as in the dependency; neither is it a history of the mother country. Hence the politics of the dependency, which is the country affected, is the subject of the work.

95 Emigration and immigration **Dewey No. 325**

(a) Works treating of emigration from one country to another: Class under *immigration* to the country reached.

(b) Works treating of emigration from one country to several other countries: Class under *emigration* from

the country of origin. E.g. *A history of emigration from the United Kingdom to North America, 1763–1912.* By Stanley C. Johnson (London, 1913). Class under Great Britain—Emigration.

INTERNATIONAL RELATIONS Dewey No. 327

96 Foreign relations

(a) Diplomatic relations of two countries: Class under the country represented or expressed in the point of view of the author. In the case of official publications, class always under the country issuing the publication. E.g. *American-Japanese relations, an inside view of Japan's policies and purposes.* By Kiyoshi K. Kawakami, (New York, 1912). Class under Japan.

The order of names on the title-page is not a guide to the classification.

(b) Diplomatic correspondence respecting a special point, industry, or place: Class under the topic concerned. E.g. (1) *The British case in French Congo.* By Edmund D. Morel (London, 1903). Class under French Congo. (2) *The Panama Canal conflict between Great Britain and the United States of America; a study.* By L. Oppenheim (Cambridge, 1913). Class under Panama Canal (Economics).

Such topics are, e.g. Panama Canal tolls, fisheries, Samoa. But claims of a general character, e.g. Alabama claims, will go better under foreign relations of the countries involved. The subject catalog will bring out the diplomatic history of special cases.

(c) In case two governments each issue publications relating to the same war: Class with the war, wherever that may be classed.

97 Annexations and unions

(a) Unions of one state, country or town with another state, country or town: Class under the territory

absorbed. E.g. *The union of England and Scotland.* By James Mackinnon (London, 1896). Class in history of Scotland.

The reasons are: (1) Such events mark the closing period in the history of the lesser territory; (2) the rule thus conforms to the principle of classing under the particular topic and not under an inclusive subject.

(b) Works on a country that has once been independent but is now absorbed into a larger political division: Class under its own name. E.g. Aragon, Finland, Poland, Bohemia.

Histories of the kingdom of Aragon, of Castille, of Navarre, while properly given separate sections in the history of Spain, are not strictly local works. "The great days of Northumbria," one of the Anglo-Saxon kingdoms, goes properly in Saxon England.

98 Boundary disputes and arbitration **Dewey No. 327**

Cases, counter claims, arguments, and decisions regarding territories in dispute between two countries: Class with works on boundaries of the country in possession of the territory at the beginning of the dispute. E.g. The Tacna-Arika dispute between Chile and Peru. Class under Chile.

If possession is in doubt, class finally under the country that obtains the territory.

99 Diplomatic correspondence and memoirs of diplomats

(a) When personal and descriptive of events: Class under the history of the country described, even though the author be the ambassador of another country. E.g. *Recollections of a minister* [from the United States] *to France, 1869–1877.* By E. B. Washburne (London, 1887, 2 vols.). Class in French history.

(b) When official: Class in foreign relations of the country represented. E.g. *Correspondence diplomatique de Talleyrand; ambassade de Talleyrand à Londres, 1830–1834* (Paris, 1891–). Class in French foreign relations.

100 Diplomatic history of wars **Dewey No. 327**

(a) Diplomatic history or documentary material of a war: Class under the history of that war, rather than with the other diplomatic history of the country. E.g. *The Revolutionary diplomatic correspondence of the United States;* ed. by Francis Wharton (Washington, 1889. 6 v.). Class under American Revolution.

(b) Diplomatic relations of two countries, either before or following a war between them: Class under the history of this war if the intent of the author is to illustrate the causes or the effects of the war. E.g. *The Turco-Italian war and its problems.* By Sir Thomas Barclay (London, 1912). "The object is . . . to place the questions arising out of the war . . . before the reader" (preface); the matter is all diplomatic. Class under history of Tripoli.

This is in line with the usual practice of systems in grouping various aspects of a war around its history. Otherwise treat like other diplomatic history of the country concerned.

Diplomatic relations. See Foreign relations 96.

101 Foreign intervention

A work dealing with the intervention of one country in the affairs of another: Class under the history of the latter, not under foreign relations of the intervening country. E.g. *Cuba and the intervention* [by the United States]. By Albert G. Robinson (London, 1905). Class under history of Cuba.

Diplomatic relations may be considered to stop where intervention or occupation begins.

102 Influence of one country upon another

Class under the country influenced. E.g. *Scotland and the French Revolution.* By Henry W. Meikle (Glasgow, 1912). A "study of the influence of the French Revolution on Scotland." Class under history of Scotland.

103 Origin of political institutions **Dewey No. 327**

Institutions of one country compared with those of another, to show derivation: Class under the country whose institutions have been derived. E.g. English common law as the source of New England institutions. Class under New England governments.

The purpose of the book is to illustrate the history of the country deriving its institutions, not the country furnishing the model or the suggestion.

LEGISLATION Dewey No. 328

104 Legislation and legislative bodies

(a) The decrees of royal councils and governing bodies, especially those vested with administrative and judicial, as well as legislative powers: Class, on account of their comprehensive character, in history, not in legislation. E.g. *Jugements et délibérations du Conseil souverain de la Nouvelle-France* (Québec, 1885–91. 6 vols.). Class in history of Canada.

(b) History of legislative bodies (e.g. Parliament, Congress): Class in group by itself, not with general constitutional history of the country. E.g. *The high court of Parliament and its supremacy.* By Charles Howard McIlwain (New Haven, 1910). Class with history of Parliament.

The legislative bodies of a country form only *one* feature of its constitution and works on them are better kept apart from more general constitutional works.

(c) Suffrage, qualifications of electors and history of elections in a special country: Class under suffrage, not under history of legislative bodies. E.g. (1) *The election of senators* [to Congress]. By George H. Haynes (New York, 1906). (2) Contested election cases.

(d) Constitutional history of the country including, in the same book, history of legislative institutions: Class in constitutional history.

(e) History of individual bills, e.g. the Reform Bill of 1832: Class by the topic.

POLITICAL PARTIES

105 Political parties **Dewey No. 329**

The history of political parties in a single state or city: Class with local, not with national politics. E.g. *History of the Republican party in Illinois, 1854-1912.* By Charles A. Church (Rockford, 1912). Class under Illinois politics, although state parties undoubtedly have close affiliation with the national organization.

106 "Liberal" and "Conservative"

When the terms "liberal" and "conservative" connote not a party but a tendency of thought or a movement: Class by topic. E.g. (1) *Liberal Christianity.* By Jean Reville (London, 1903). Class under doctrinal theology in general, not under sects. (2) *Conservatism.* By Lord H. Cecil (London, 1912); (3) *Liberalism.* By L. T. Hobhouse (London, 1912). Class under public opinion.

ECONOMICS Dewey No. 330

107 Colonial policy

The commercial policy of a country toward her colonies: Class under the commerce of the mother country, even if but one colony is concerned. E.g. *Colbert's West India policy.* By Stewart L. Mims (New Haven, 1912). Class under commerce of France with West Indies.

The reasons for this are: (1) the policy is that of the mother country, not that of the colony, however the latter may be affected by it; (2) the conditions are common to both; (3) the point of view is usually that of the mother country. The reason against it is: the commercial history of the colony as such is buried in that of the mother country. But the latter objection is obviated by subdividing the commerce of the mother country with other countries.

108 Land owners **Dewey No. 333**

Lists of householders and maps showing plots of land, homesteads, farms and the like, of early settlers in a place: Class in local history. E.g. *Owners and occupants of the lots, houses and shops in the town of Providence, R. I. in 1798.* By Henry P. Chace (Prov. 1914). Class in history of Providence.

109 Finance **Dewey No. 336**

(a) Works upon special features of public finance, e.g. monopolies, income tax, in a special country: Class under the topic.

(b) Works upon general taxation in a special country or state: Class under the country or state subdivision of public finance, not under taxation.

(c) Serial publications (annual reports, bulletins) on finance covering only a special state, or treating only of taxation in a given state: Class with other works on local finance, not with periodicals under finance in general or under the heading taxation. E.g. Annual report of the Tax commission of Illinois. Class under Illinois finance. "A manual of taxation for use in Illinois would be shelved under taxation (336.2)"—(John Crerar Library).

The John Crerar Library rule is: "Under public finance, favor the special subject discussed instead of the locality, as: state monopolies in France, income tax in Illinois, public securities of U. S. A. However, in case of reports and other serial publications of a country or state covering the topic taxation, it seems desirable to class under the geographical division for the country under the general subject of public finance."

(d) Methods of raising revenue for specific purpose: Class under the topic treated. E.g. *Modern wars and war taxes, a manual of military finance.* By W. R. Lawson (Edinburgh and London, 1912). Class in military art, not in economics, unless military finance is made a subdivision of finance.

The New York State Library classes always in finance.

110 **LAW** **Dewey No. 340**

Law of special subjects, e.g. insurance: Class by subject.—(John Crerar Library).

Law libraries will have their own special disposition of the law of special subjects, best suited to their functions and needs, but it is doubtful whether any other type of library will subdivide law according to the subject concerned.

111 **Legal procedure**

Distinguish law from legal procedure, i.e. statutes defining crimes as distinguished from law prescribing the court procedure in dealing with crimes.

INTERNATIONAL LAW Dewey No. 341

112 **International congresses upon special subjects**

International congresses upon special subjects, whether diplomatic or professional (technical, etc.): Class under subject. E.g. Monetary congresses; Limitation of armament; International mining congress.

The John Crerar Library rule is: "Both *diplomatic* congresses, as e.g. The Monetary congress, and also *non-diplomatic,* as e.g. International mining congress, relating to a special subject go with that subject, (respectively, 332.44 and 622.06). Diplomatic congresses of a general nature, and permanent bodies for settling international relations go under International law and relations, 341.1."

113 **Treaties**

(a) Collections of treaties between two or more countries: Subdivide by country arranging "according to the most important country."—(Dewey).

(b) Treaties relating to a specific subject: Class under the subject.

(c) Commercial treaties: Class under commerce arranging "according to the most important country."—(Dewey).

Treaties signed at the termination of a war will be classed, in general libraries, under the history of that war.

CONSTITUTIONAL LAW AND HISTORY Dewey No. 342

114 Constitutional conventions, State

(a) Conventions convened by a state for the purpose of ratifying the federal constitution: Class under U. S. Constitutional history. E.g. *Debates, resolutions and other proceedings of the Convention of the commonwealth of Massachusetts convened 1788,* to ratify the Constitution (Boston, 1788).

(b) Conventions convened to form a state constitution: Class under the States. E.g. *Journal of the Convention for framing a constitution for Massachusetts Bay, 1779-1780.* (Boston, 1832). Class under Massachusetts constitutional history.

115 Constitutional law of a special subject (e.g. peerage, parliament)

Class with subject.

116 Constitutional powers of an institution (e.g. a court)

Class with other works on that institution and its history, not under constitutional law. In other words, the history of an institution and the powers conferred upon it belong together. E.g. *The Supreme Court and the Constitution.* By Charles A. Beard (New York, 1912). Class under Supreme court, not under constitutional history of the United States in general.

117 Constitutions, state and national

A work on the constitution of a state of the Union accompanied by the constitution of the United States: Class under the state constitution. E.g. *The constitutions of the United States and of the state of Ohio, 1913;* thoroughly annotated and indexed by Wm. Herbert Page (Cincinnati, 1913). Class under Ohio, as the purpose of including the constitution of the United States is obviously to supplement that of Ohio.

118 State action concerning policy **Dewey No. 342**

A work treating of the action of a state or organized body upon a proposed constitution or political course of action: Class under the topic acted upon. E.g. *Pennsylvania and the Federal constitution, 1787-1788.* Edited by John Bach McMaster and Frederick D. Stone (Hist. Soc. of Pa. 1888). Class under constitutional history of the United States, not history of Pennsylvania. Cf. Constitutional conventions, State, 114.

119 Court rolls **Dewey No. 347**

Court rolls and similar material, especially when of genealogical or of antiquarian interest, and confined to the affairs of a limited region: Class in local history (not in courts). E.g. *The court rolls of Clitheroe* [England] (Manchester, 1897–1913, 3 vols.). Class in history of Clitheroe.

ADMINISTRATION

120 Government ownership **Dewey No. 350**

Government ownership of a special utility (e.g. railroads): Class under that utility, unless system groups together all forms of government ownership.

121 Municipal documents **Dewey No. 352**

(a) Documents not distinctly limited to specific subjects: Class in municipal administration.

(b) Documents covering specifically definite subjects: Class by topic. E.g. Street railway transportation.

The John Crerar Library rule excepts for specific treatment only publications of public libraries, school boards and jails. "Shelve geographically under local government except publications of public libraries, of school boards and of city and county jails. E.g. Report of Chicago Water Commissioners; Report of Chicago Board of Education. Separate documents (not serials) are classed under subject, e.g. Report of the special Traffic commission published in 1919."

122 Roman municipalities **Dewey No. 352**

Works on the government of the city in the Roman Empire (including Greece) : Class under government, not under municipal government. E.g. *The municipalities of the Roman Empire.* By James S. Reid (Cambridge, 1913). Class in Roman administration.

The reason for this is that there is practically no line to be drawn between the government of city and state in antiquity.

MILITARY SCIENCE

123 Military Science **Dewey No. 355**

"Distinguish between the conduct of war as an event in national or international history, and the army and navy as strictly military organizations. For example, the history of the German military organization is a special phase of German national life and as such is excluded from the class History. The events in the conduct of a war are, on the other hand, part of the general political history of that country."—(Pettee).

124 Department of a branch of military or naval service

Rules, regulations and registers of a department (e.g. paymaster's) of a branch of military or naval service (e.g. Marine Corps) : Class with the branch, not with the corresponding department of the army or navy in general. E.g. *Manual of the paymaster's department of the U. S. Marine Corps* (Washington, 1912). Class under Marine Corps, not with army accounting in general.

125 Army history

(a) History of an army or of a regiment of volunteers during a single war : Class under the war. E.g. (1) *Wellington's army, 1809–1814.* By C. W. C. Oman (London, 1912). Class under Peninsular war. (2) *History of the 9th regiment, New York volunteer cavalry, war of 1861 to 1865.* By Newel Cheney (Jamestown, 1901). Class in regimental histories of the Civil war.

(b) Histories of militia regiments covering their entire history, or regiments of the regular army: Class under

military organization or history. E.g. (1) *History of the Seventh regiment of New York, 1806–1889.* By Emmons Clark (New York, 1890. 2 vols.). Class in military history of New York. (2) *Cromwell's army, the English soldier during the civil wars, the commonwealth and the protectorate.* By C. H. Firth (London, 1912). Class under history of the British army.

This separation is necessary because the regimental histories of a war cannot be spared from history, while it is out of the question to class all regimental histories there.

126 Wars

(a) A war of invasion: Class under the history of the country invaded. E.g. Franco-Prussian war under France.

The wars of the United States may be excepted; yet the tendency to group everything in United States history will be less general now that distant lands like Hawaii, the Philippines, and islands of the West Indies have come into our possession.

(b) In case both countries have been invaded: Class under the country where most of the fighting has occurred.

(c) A revolt of a colony: Class under the history of that colony, not under the history of the mother country. E.g. (1) The Boer war. Class under Transvaal. (2) Harper's Pictorial history of the war in the Philippines. Class under Philippine Islands.

The point of this is that if the revolt is suppressed, the account remains local history, and if independence is secured, the classification falls under the number for the new nation.

(d) A war between two countries regarding a colony or dependency of one of these countries: Class under the colony. E.g. *The history of the Italian-Turkish war, September 29, 1911 to October 18, 1912.* By Commodore W. H. Beehler (Annapolis, 1913). Class under history of Tripoli.

(e) History of the part taken by a state, county, city or town in a war (e.g. Revolution, Civil war, European

war): Class under the history of the state, county, city or town unless the system makes provision for local participation in wars.

This rule does not apply to regimental histories, either collective or individual, which are histories of units forming part of the national armies.

The varying practice of the libraries represented in the A. L. A. *Survey of libraries* (Chicago, 1927), in classing wars, is summarized in that work (IV: 52–53).

127 Battles and sieges

Class under the war in which they occur, not under local history. E.g. The siege of Paris in the Franco-Prussian war.

The reason is that the actors in such events are part of the armies conducting the war, the battle or siege is an event in the conduct of the war, and while it is also an event in the history of the place, this event must be left to the catalog to bring out.

128 Battlefield commissions

Class under the history of the battle which is commemorated. E.g. Indiana Antietam Monument Commission. Class under Civil war. Unity of the book is the battle, just as the siege of a town goes with the war in which it occurs.

129 Classes of persons in a war

The part taken by members of a special class, church or sect in a single war: Classify under the war; preferably in a special subdivision for class participation. E.g. *Catholics and the American Revolution.* By Martin M. J. Griffin (Philadelphia. 3 vols.). Class under Revolution. (N. Y. State Library; University of California).

The alternative of classing such works under the history of the class, church or sect has this disadvantage, that suitable subdivisions will not ordinarily be practicable.

130 Invasions

Invasion of certain states or territories during the operations of a war: Class under that war, not under the

history of the state. Cf. Battles and sieges. E.g. *The British invasion of Maryland, 1812-1815.* By William M. Marine (Baltimore, 1913). Class under War of 1812.

131 Military collective local biography (single war)

Biographical sketches of soldiers from a certain state or town taking part in a single war: Class under the war, preferably in a subdivision for local participation. E.g. (1) *The heroes of Albany, a memorial of the patriot-martyrs of Albany, 1861-1865.* By Rufus W. Clark (Albany, 1867). (2) *Biographical sketches of Illinois officers engaged in the war against the Rebellion, 1861.* By James Grant Wilson (Chicago, 1861). Class both under Civil war.

This is also the New York State Library rule.

132 Tactics

Tactics for a special arm of the service, e.g. infantry: Class under that arm, not with general tactics.

133 Engineer corps

(a) Tactics, strategy, drill and general regulations of the technical services of the army, e.g. the engineer corps: Class under military science.—(John Crerar Library).

(b) Works relating to the construction by the engineer corps of military works or to engineering operations: Class under military engineering.—(John Crerar Library).

NAVAL SCIENCE Dewey No. 359

134 Navy

(a) History of the development of the navy of a country: Class in naval organization.

(b) History of naval actions occurring in the history of a country: Class in naval history of the country.

The New York State Library classes in *history* of the country.

135 Marines **Dewey No. 359**

History of marines in individual countries: Class in naval history of the country, and not under this branch of the service in naval organization. E.g. *The historical records of the Royal marines.* By Lourenço Edye (London, 1893. vol. 1). Class under history of the British navy.

The reasons for this rule are: (1) because the body forms a part of the navy of that country, and (2) because the works classed under service differ much in character from those classed under naval history.

WELFARE

136 Institutions **Dewey No. 360**

Hospitals, asylums and other similar institutions: Class geographically, not by type of institution.—(John Crerar Library). E.g. Hospitals for the insane in Illinois. Class in sociology, not in medicine.

137 Hospital reports **Dewey No. 362**

Hospital reports and similar material about hospitals, which contain both administrative and clinical material: Class under medicine.—(John Crerar Library).

EDUCATION Dewey No. 370

138 Definition and scope of the class

Education as the "act or process of training by a prescribed or customary course of study or discipline" (Webster) is used as a term in classification to cover largely formal training of the mind, not culture by means of libraries or by private reading. Just as "psychology of" a given subject may better be classed with the topic studied, so "study of" a given subject may be concerned more with methods of approach to the subject than with the mental processes involved. A psychological library

will class all psychological inquiries under psychology; an educational library will class all "study" of various subjects under teaching of that subject. Other libraries will prefer the subject studied to the process, unless the intent of the author is obviously pedagogic.

139 Normal colleges, empowered to confer degrees **Dewey No. 370**

Class with normal schools, not with general colleges.—(John Crerar Library).

140 Colleges **Dewey No. 378**

(a) Colleges for the higher education of women, empowered to confer degrees: Class with other colleges, not under higher education of women.—(John Crerar Library). E.g. Vassar; Bryn Mawr.

(b) Normal colleges which are empowered to confer degrees: See Normal colleges 139.

141 Education, State **Dewey No. 379**

Reports and other serial publications of American state departments of public instruction: Class under public schools.—(John Crerar Library).

This rule is an alternative to classing strictly by the scope of the reports. State departments, having supervision over state universities and state technical schools, as well as secondary education, cover a wider field than public schools; but the bulk of the material is concerned with elementary and secondary education.

CUSTOMS **Dewey No. 390**

142 Duels

Class under biography of the person *challenged*. E.g. Duel of Burr and Hamilton. Class under Hamilton.

The New York State Library is the same "unless the other party is the more important person."

143 Pageants **Dewey No. 390**

Class together, not under the particular occasion, letting the catalog bring out the events, periods, costumes or other topics represented.

Cf. Drama dealing with a special topic, 219a.

144 Romances, Medieval **Dewey No. 398**

Medieval romances dealing with characters that figure in several literatures, e.g. King Arthur: Class by language. E.g. *The vulgate version of the Arthurian romances* (French), ed. by H. Oskar Sommer (Washington, 1908-16). Class in French medieval romances. The English and the Celtic romances dealing with King Arthur would be classed in English and Celtic romances respectively.

This seems to be the only practicable way of handling this type of literature, although it of course separates material dealing with the same subject. If consistency be deemed by the classifier less important than convenience, all of the literature dealing with the same traditional or mythical character may be grouped together under the character, but there will be some difficulties.

SCIENCE Dewey No. 500

145 Definition and scope of the class

The unity of this group lies in its method. Psychology properly belongs with it. Science divides the universe into certain distinct forms of phenomena, physical and mental, and by scientific investigation attempts to learn how these phenomena act. In this class is included only material connected with the scientific study of the various subjects.—(Pettee).

146 Science vs. Science

A book on one science or the methods of one science as applied or adapted to another: Class under the latter. E.g. *Pedagogical anthropology.* By Maria Montessori;

tr. by Frederic Taber Cooper (London, 1913). Class under education, because it treats of the application of the science of anthropology to education, not *vice versa.*

147 Science treated locally **Dewey No. 500**

Specific subjects under the physical and biological sciences, treated locally: Class under the specific subject. E.g. Volcanoes in Italy. Class under volcanoes, not with physical geology of Italy.

The John Crerar Library rules on this subject are:

In physical geology class under specific subject instead of by place, as, volcanoes in Italy, class under volcanoes. In economic geology specific subject prevails.

Class under specific subject in paleontology, botany and zoology, instead of by place, as cryptogams of North America go under cryptogams, not under flora of North America.

148 Scientific expeditions **Dewey No. 508**

(a) Reports of scientific expeditions covering physical and astronomical as well as geographical and biological phenomena: Class in general science.

(b) Reports confined largely to geographical, meteorological, botanical and zoological science: Class in natural history.—(John Crerar Library).

The general library will usually class both types in general science collections.

(c) Scientific expeditions undertaken to study or record certain groups of phenomena: Class by the subject of the phenomena. E.g. Ocean life.

(d) Narratives of a popular character. Class in travel, irrespective of the topic illustrated, except in scientific libraries. E.g. *The pulse of Asia; a journey in Central Asia illustrating the geographic basis of history.* By Ellsworth Huntington (Boston, 1907). Class in travel or in anthropogeography, according to needs of library.

149 Mathematics **Dewey No. 510**

(a) Analytical methods in mathematical procedure, when connected with physical problems: Class under mathematics.—(John Crerar Library). E.g. Treatise on Bessel functions and their applications to physics.

(b) Mathematical works dealing with analytic mechanics: Class under physics.—(John Crerar Library). E.g. (1) Analytic mechanics comprising the kinetics and statics of solids and fluids. (2) Mechanics via the calculus.

(c) General mathematical physics: Class under physics.—(John Crerar Library).

(d) Mathematical handbooks for the use of engineers, electricians, physicians, surveyors and other experts: Class with other manuals containing useful tables, statistics and calculators for such users.

There is a decided difference of opinion regarding this rule. The New York State Library says "Depends on the individual book and library." The John Crerar Library rule is: "Handbooks of mathematics for engineers, doctors, housekeepers, etc., class under the application—engineering, medicine, etc."

Such works are in purpose technical, not mathematical, manuals and may consistently be classed with the manuals for technical or professional users. They are too specialized in content to be of use under mathematics.

Cf. Theoretical-applied science 159.

150 Clocks and other instruments for measuring time **Dewey No. 529**

(a) Scientific treatises upon the theory of measuring time, adjustment to sun-time, etc.: Class under astronomy.

(b) Descriptive works upon the technical process of manufacturing the works or on both works and decorative cases: Class under manufactures.

(c) Descriptive works confined to decorative cases: Class in art.

The John Crerar Library rules are: "Class works on instruments for measuring time when descriptive only, as illustrating theory of time measurement, under astronomy, but the making and history of them under manufactures, and artistic description of them under fine arts."

151 Physics **Dewey No. 530**

(a) Analytical methods in mathematical procedure. when connected with physical problems: Class under mathematics.—(John Crerar Library). E.g. Treatise on Bessel functions and their application to physics.

(b) General mathematical physics: Class under physics.—(John Crerar Library).

152 Natural history **Dewey No. 570**

(a) Periodicals, society publications and other scientific works of collective content, covering geology, paleontology, biology (or natural history in general), botany, zoology, or any three of these subjects: Class under natural history .

The general library will probably prefer to class such works under general science.

The John Crerar Library rule is: "When a periodical or a single publication includes geology, paleontology, biology (natural history in general), botany, zoology, or any three of these subjects, class under natural history in general."

153 Typical examples selected to illustrate nature's processes

Class by the topic, not by the species (animal or plant) selected to illustrate the process. E.g. *Plant-animals; a study in symbiosis.* By Frederick Keeble (Cambridge, 1910). Class under symbiosis, not in descriptive zoology, under convoluta, which is the species selected as an example.

Compare Zoology 156b.

154 Ethnology: Local vs. systematic **Dewey No. 572**

(a) Description of a single tribe in many aspects—beliefs, customs, language: Class in systematic or local ethnology, not in geography. E.g. *The Bantu past and present; an ethnographical and historical study.* By S. M. Molema (Edinburgh, 1920). Class in ethnology, not with descriptive works on South Africa.

This is the rule of the John Crerar Library and of the New York State Library.

(b) Travel in a certain region *including* description of the tribe or tribes inhabiting it: Class in travel, except in scientific libraries. E.g. *Hausaland.* By Charles Henry Robinson (London, 1900). Class under travel in central Soudan, not under Hausa.

(c) Description of several tribes belonging to the same ethnical group: Class in systematic ethnology. E.g. *The Melanesians.* By R. H. Codrington (Oxford, 1891).

(d) Description of several tribes inhabiting the same region but not so related: Class in local ethnology.

(e) Ethnography of a nation: Class under local ethnology.

155 Botany **Dewey No. 580**

(a) Geographical distribution of plants characterized by their local environment: Class under the type of environment, not with general flora of the country or region in which they are found.—(John Crerar Library). E.g. Mountain flora of Argentina. Class under mountain flora, not with general flora of Argentina.

(b) Works describing a single species of plant: Class in systematic botany without reference to the particular aspect under which the plant is viewed, e.g. its ecology.

Plants, Edible and non-edible. See this heading under Agriculture 172.

156 Zoology **Dewey No. 590**

(a) Works describing a single species of animal or group of animals: Class with the systematic works without reference to the particular aspect under which the animal is viewed. E.g. Habits of beavers. Class under beaver, not under habits of animals in general.

The varying practice of the libraries represented in the A. L. A. *Survey of libraries* (Chicago, 1927) in classing "works on habits or anatomy of animals," is summarized in that work (IV: 51–52).

(b) Description of the physiology or anatomy of an organ or of the system (nervous, digestive) of a certain animal: Class under the animal, not under the organ.—(John Crerar Library). E.g. The mammary gland of the kangaroo. Class under kangaroo.

(c) But if the animal is used only as an example of a type on which to experiment: Class under the organ or system.—(John Crerar Library). E.g. Development of the cerebral cortex as shown in the rat. Class under cerebral cortex.

Cf. Typical examples (science) 153.

(d) Works on the comparative anatomy or physiology of a special organ or system (i.e. comparing its structure or function in man and in animals): Class in zoology, not in human anatomy.—(John Crerar Library).

The John Crerar Library rule is: "Physiological and anatomical zoology prevails (1) in all cases of comparative physiology and anatomy and (2) over specific subjects in general."

(e) Geographical distribution of animals characterized by their local environment: Class under the type of environment, not with general fauna of the country or region in which the group is found.—(John Crerar Library). E.g. *Biota of the San Bernadine mountains.* By J. Grimnell (Berkeley, 1908). Class under mountain fauna.

157 Animal psychology **Dewey No. 590**

Location is a matter of system. Dewey, Cutter and University of California class in psychology.

USEFUL ARTS AND APPLIED SCIENCE Dewey No. 600

158 Applied science

Application of physical theories, as of mechanics, hydraulics, sound, light, heat, electricity: Class in useful arts.

"The theoretical distinction between the applied arts and the pure sciences is easily drawn. The pure sciences are concerned only with the discovery and formulation of scientific laws, while the applied arts, taking the results of the pure sciences, are concerned with the methods of making these results of practical service to man. In the classifications, however, it is often impossible to separate pure science from the applied science."—(Pettee).

159 Theoretical-applied science

Class under the application, preferably in a special subhead. E.g. (1) Directly useful technical series (London); (2) Handbuch des Bauingineurs; (3) Bibliothèque scientifique de l'ingénieur et du physicien (Paris). Special examples are: Metric system for engineers; The application of hyperbolic functions to electrical engineering. Class in engineering.

"Of late years there has grown up, in connection with most of the applied sciences, notably Mechanical engineering, Hydraulic engineering and Industrial chemistry, an important class of books which deals with the theoretical treatment of the engineering sciences. We think of these as the theoretical-applied type. These books are wholly different in purpose from the purely experimental and laboratory type of investigation which one classifies without question in the pure sciences."—(Kelley).

160 Bacteriology, Medical Dewey No. 616

Class under medicine, not under bacteriology.—(John Crerar Library).

161 Diseases affecting special organs

Works on a general disease, such as cancer or tuberculosis, as affecting a specific organ: Class under the pathology of the organ or part of the body affected, not

with general works on the disease.—(John Crerar Library).

162 Surgery **Dewey No. 617**

Surgery of a special region, e.g. abdomen, which may be part of a system, e.g. the digestive system: Class under the special region, not under the system of which it forms a part.—(John Crerar Library).

163 Mechanics **Dewey No. 620**

Distinguish experimental mechanics from applied mechanics.

(a) Experimental mechanics: Class in physics; applied mechanics in engineering; celestial mechanics in astronomy.—(John Crerar Library).

(b) Mathematical works dealing with analytic mechanics: Class under physics.—(John Crerar Library). E.g. Mechanics via the calculus.

164 Strength of materials

(a) Works on strength of materials when applied to measuring, or to measured stresses and deformations in engineering materials: Class in engineering, subdivision "testing."

(b) Strength of materials when applied to testing stresses and strains in building: Class in building theory.

The John Crerar Library rule is: "Class strength of materials (resistance of materials) when applied to measuring and measured stresses and deformations in engineering materials under general engineering, i.e. testing of engineering materials with reference to their fitness in engineering. When strength of materials connotes calculation of stresses and strains in the design of structures, class under theory of structures."

165 Tools **Dewey No. 621**

No system of classification can well subdivide the class Tools so minutely as to take in every kind of tool used in the arts and manufactures. Moreover, tools are closely connected with the processes in which they are used. Hence it is neither practicable nor desirable to keep all kinds of tools together. Cf. Manufactures, 176.

166 **Tools, Hand** **Dewey No. 621**

Class hand tools with the art in which they are used, preferably in a suitable subdivision; tools used in many different arts or crafts, e.g. knives, saws, may be classed together in an alphabetical arrangement.

"The D. C. now has no special place for hand tools. Probably it would be best to class them in an alphabetical arrangement, e.g. adzes, files, saws, etc., either in a place following machine tools or under the section devoted to mechanic trades. It is best to keep hand tools together."—(Kelley).

167 **Tools, Machine**

(a) Works on the manipulation of machine tools: Class under mechanical engineering. E.g. Milling machines, perforating machinery.

(b) Works on their manufacture: Class under manufactures.

(c) Machinery for special technical processes: Class with process under manufactures. E.g. Textile machinery with textile manufactures; paper-making machinery with manufacture of paper.

The John Crerar Library rule is: "Class manipulation of machine tools and discussion of different kinds under mechanical engineering. Class manufacture of such tools under manufactures. Class special machinery, as textile machinery, woodworking machinery, under manufactures."

MILITARY AND NAVAL ENGINEERING Dewey No. 623

168 **Artillery**

Works on the efficiency of the artillery system as a whole: Class under gunnery.—(John Crerar Library).

169 **Map-reading, Military**

Class under military topography in military engineering, not under military geography in military science.—(John Crerar Library).

170 **Military aeronautics**

Class under military engineering, not under aeronautics.—(John Crerar Library).

AGRICULTURE Dewey No. 630

171 Serials, Agricultural

Serial publications (periodicals, annuals, etc.) of agricultural boards and experiment stations: Class under the geographical divisions of agriculture, not with general agricultural serials.—(John Crerar Library).

172 Plants, Edible and non-edible

(a) Works on the cultivation of edible plants: Class in agriculture.—(New York State Library).

(b) Works on the cultivation of non-edible plants: Class in horticulture.—(New York State Library).

The varying practice of the libraries represented in the A. L. A. *Survey of libraries* (Chicago, 1927), in classing "works on the structure of edible plants," is summarized in that work (IV: 47–48).

INDUSTRIES

173 Business Methods **Dewey No. 658**

Accounting, advertising, bookkeeping, business manuals for *special lines*, (industries, trades, institutions): Class under accounting, advertising or theory of business, subdividing in order of the classification. E.g. Accounting for institutions (number would be 657.936); advertising of dairy products (D.C. no. 659.9637); hardware store business (number 658.9671).—(Kelley).

"This has been one of our most helpful and effective devices for both reference librarian and public alike. We follow such a device in several places. The Library of Congress follows this practice also."—(Kelley).

174 Chemical engineering **Dewey No. 660**

Class under chemical technology, not under engineering.—(John Crerar Library).

175 Metals **Dewey No. 669**

(a) History and science of metals: Class under metallography (metallurgy), not in chemistry or geology.—(John Crerar Library).

(b) Tempering, hardening, heat treatment of metals: Class under metal manufactures, not under metallurgy.—(John Crerar Library).

176 Manufactures **Dewey No. 670**

Advice as to the best treatment of works on manufactures is given by Mr. Dewey in a note under 670 of his classification.

ART (FINE ARTS) Dewey No. 700

177 Definition and scope of the class

The term art as used by the classifications is restricted to the "fine arts." Both the fine arts and the practical arts deal with the methods of putting into concrete form ideas which are practically useful or esthetically pleasing to man, and the line between the two cannot be very sharply drawn. The fine arts cover the material relating to sculpture, the graphic arts, drawing, design, painting, carving, engraving, architecture and the decorative arts.—(Pettee).

178 Animals in art

Class in art, not in zoology.

The works treating of these topics give little information, even at their fullest, about animals as such, but tell how they are viewed and represented as subjects of art, and explain their significance and symbolism.

179 Illumination and Illustration

(a) A work on the illuminations or illustrations used in a certain class of books (e.g. missals): Class under illumination or book illustration, not under the topic treated in the book nor under the bibliography of that class of books. E.g. *Études sur l'art de la gravure sur*

bois à Venise; les missels imprimés à Venise de 1481 à 1600. Par le duc de Rivoli (Paris, 1896). Class under engraving.

The subject catalog will bring out the topic "illumination" or "book illustration."

(b) Description of an individual book or manuscript (e.g. the Grimani breviary): Class next to the book described, whatever be the topic.

180 Illustrations **Dewey No. 700**

(a) Class by the subject of the text, not as the work of the illustrator, unless the text is merely descriptive of the artist's work. E.g. *Rowlandson's Oxford;* by A. H. Gibbs (London, 1911). Treats of Oxford in Rowlandson's days and reproduces Rowlandson's water-colors for the first time, but the illustrations are embellishments, not the topic of the work; hence class under Oxford.

(b) Illustrations taken from the books of an individual author: Class under book illustration. E.g. *Les illustrations des écrits de Jérome Savonarole publiés en Italie au xv. et xvi. siècle.* Par Gustave Gruyer (Paris, 1879). Class under book illustration. Subject catalog will, of course, make an entry under Savonarola.

The reasons for this are: (1) The intent of the author is to write on book illustration and not on the subjects treated by the author illustrated; (2) the personal interest is subordinated to the art interest; (3) the character of the treatise renders it, as a rule, of no use to the student of the subjects treated by the author illustrated.

(c) Text accompanied by illustrations of artistic significance, whether by one or more artists: Class by subject. E.g. *The genus Iris.* By William Rickatson Dykes. With forty-seven coloured drawings (Cambridge, 1913).

An illustrated work on flowers will undoubtedly be useful to the artist, to the book-illustrator, and to the youthful reader in search of pictures; but it is intended to represent flowers as they are and should be classed in botany unless professedly written for the artist.

(d) Plates exhibiting the work of a single artist, not

accompanied by continuous text: Class with biography (and work) of the artist. E.g. *Albrecht Dürers sämtliche kupferstiche* [hrsg.] von Franz Friedrich Leitschuh (Berlin, c1912).

181 Architectural styles **Dewey No. 720**

Description of a style of architecture that is characteristic of a certain *period* in a given country: Class under architecture in that country, subdivided by period, not in orders of architecture. E.g. (1) *Architecture of the Renaissance in England 1560–1635.* By J. Alfred Gotch (London, 1894. 2 v.). Class in English architecture (16th-17th century). (2) Georgian architecture.

This rule will apply only to names of periods in a single country, not to orders, i.e. Ionic, Corinthian, which may be found in any part of the world and are not, therefore, of national significance.

182 Buildings, Individual

(a) Class description or history of an individual building, e.g. a library, church, or monastery, by kind in architecture.

(b) Class special details of a single building with general description of the building, not under the topic. E.g. Sculpture of Strasburg Cathedral. Class in architecture, not in sculpture.

The New York State Library classes by topic in this case.

(c) History of individual houses: Class in architecture if all historical data relating to edifices are by system classed there; otherwise in history or genealogy. See Historic houses 257. E.g. *History of the Oliver, Vassall and Royall houses in Dorchester, Cambridge and Medford.* By Robert Tracy Jackson (Boston, 1907). A peculiar case; the primary intent of the book is to give the history of certain houses, i.e. the edifices; but the families who occupied them were related to one another. Classed in genealogy.

183 Dedication of buildings **Dewey No. 720**

Class under the subject represented by the building; e.g. class dedication of a church under church history, a library under libraries, a historical museum under local history.

The practice of the various libraries represented in the A. L. A. *Survey of libraries* (Chicago, 1927), in regard to the "history of buildings," is summarized in that work (IV: 23–25).

184 Painting: Subject vs. material **Dewey No. 750**

A work upon the painting of some subject (e.g. landscape, flowers, portrait), in oil or water color: Class under the subject (in art), not under oil or water-color painting. E.g. *The art of landscape painting in oil colour.* By Sir Alfred East (Philadelphia, 1913). Class under landscape painting.

185 Art processes (e.g. etching) **Dewey No. 760**

Class under each special process its history, technique, history and illustrative material.

The alternative is to put collections of etchings or works on them under the wider heading Engraving. This is contrary to the principle of close classification and is not recommended. The student of engraving must look under its subdivisions and the student of etching under engraving, to find all the resources of the library.

186 Portraits **Dewey No. 769**

(a) General collections of portraits, accompanied by biographical sketches: Class in biography, not in art. E.g. *Portraits of illustrious personages of Great Britain* (London, 1840. 10 vols.).

(b) Individual portraits: Class in biography of the individual. E.g. *Life portraits of William Shakespeare.* By J. Hain Friswell (London, 1864).

(c) Collections of portrait paintings (reproduced) without text: Class in painting.

(d) Collections of portrait engravings without text: Class in engraving.

(e) Collections of portrait medals (reproduced): Class under medals.

Works confined to medals representing one individual may go with portraits in biography of the person. E.g. *Catalogue des monnaies et des médailles Napoléoniennes.* Par Victor Tourneur (Bruxelles, 1921).

(f) Collections of busts (reproduced): Class in sculpture.

(g) Selective collections illustrating a special *class* of persons: Class in biography of that class. E.g. *Portrait medals of Italian artists of the Renaissance.* By G. F. Hill (London, 1912). Class under Italian art and artists.

In case of doubt, choose the class of persons in preference to the material of the portrait.

MUSIC Dewey No. 780

187 Definition and scope of the class

The term "music," as used in classification, is ambiguous. It may connote scores, or it may cover the whole field of musical literature as well as musical compositions. The term "score," while properly applied only to a sheet or series of sheets on which "parts" to be played by *several* musical instruments are represented, is popularly and conveniently used for any piece of music. E.g. the music of Bach's Gavotte for violin (alone) is not properly a score; neither is Chopin's Funeral march for the piano. But the "scoring" of the two lines for right and left hand in piano music has led to the popular use of "score" to denote any two-hand music or songs with piano accompaniment.

Definitions of musical terms used in cataloging music may be found in convenient form in an appendix to L. R. McColvin's *Music in public libraries.*

188 Music vs. Poetry

(a) Words and tunes only without accompaniment:

Class as music unless the tunes are very subordinate to the purpose of the book.

(b) Words and tunes with accompaniment: Class as music.

189 Music, Arrangements of **Dewey No. 780**

Class under music of the instrument for which the arrangement is made, not by the kind of composition as originally written. E.g. Potpourri of operatic airs for the piano; Beethoven's symphonies arranged for four-hand rendition. Class under pianoforte music.

"Vocal scores" of operas are condensed scores, not arrangements. Class with the originals. But class choruses, selected or adapted from operas, with choruses, not with the original operas.

190 Instrumental music

Music written, adapted, or arranged for a given instrument: Class all kinds together under music for that instrument, not separated either by original form of the composition or by kind of composition. E.g. Pianoforte arrangements of operas (without words) or of symphonies: Class with pianoforte music, not with operas or orchestral music. But pianoforte arrangements of operas *with the words* are the same as vocal scores and go with operas.

"All works which will be used by the performer on a given instrument must be together without regard to the nature of the music. Pianoforte scores of operas, piano arrangements of symphonies, concertos, etc., are works for the pianist and must be classified with pianoforte music and not with operatic or orchestral music, as the case may be."—(L. R. McColvin. *Music in public libraries,* pp. 37–38).

191 Songs **Dewey No. 784**

(a) Songs and ballads without music: Class in literature.

(b) Songs and ballads set to music or accompanied by tunes: Class in music.

The only uncertainty arises in classing some collections of old "Songs" i.e. poems, in which occasional tunes are introduced. The intent of the author so far as ascertainable, should determine whether such a book is music or poetry.

192 Duets, Instrumental **Dewey No. 786**

Class by the solo instrument. E.g. Duets for piano and violin. Class under violin music.

"The rule for all instrumental duets is to classify them as though they were music for the instrument *other than* the piano or organ. Other duets are very rare, but with them the only rule would be to classify the work according to the instrument which has the higher average compass, since that instrument will naturally claim a larger share of the melodic material."—(L. R. McColvin. *Music in public libraries,* p. 40).

193 Chamber music **Dewey No. 787**

L. R. McColvin's definition and delimitation of chamber music is a useful one for the classifier to bear in mind:

"Chamber music is that music which is written for combinations of three or more players, primarily intended not for public performance, but for rendering in a room (though that is merely a theoretical point) and in which none of the parts is intended to be performed by more than one player. This last is an important element in the definition. If it were intended that parts should (or could) be duplicated the work would belong to the genre of orchestral music."—(*Music in public libraries,* p. 39).

THEATER Dewey No. 792

194 Drama vs. Theater

Distinguish drama in the sense of literature from theater in the sense of acting.

The two terms are frequently used interchangeably by writers, so that the title-page should always be interpreted by the contents of the book.

195 Theatrical travel

Tours of theatrical persons: Class under their biography. E.g. *Henry Irving's impressions of America, narrated in a series of sketches, chronicles and conversations.*

By Joseph Hatton (Boston, 1884). Class under biography of Henry Irving.

The reasons for this are: (1) interest centers in the person always; (2) the narrative deals with theatrical doings primarily, not with travel; (3) in case of doubt between a person and events in which he is concerned, choose the person.

The alternative rule given by the New York State Library: "Depends upon whether personal or travel element predominates," is difficult of application. The subject catalog will always supply the deficiencies of a rule consistently followed.

LANGUAGE
PHILOLOGY Dewey No. 400

196 Definition and scope of the class

Philology as a science is closely associated with literature. Some languages are so remote from ordinary culture that the question arises whether works in these languages shall be classed as literature at all and not rather be treated as texts for the study of the language in which they are composed. The decision will depend largely on the type of library. Popular libraries ordinarily class foreign fiction in translation as if in English. Should they acquire other works in little known languages, they will prefer to treat them as linguistic texts. University and other libraries of research may consistently treat such languages as follows:

197 Foreign languages and literatures

(a) Works of the imagination, such as poetry, drama and fiction: Class by language.

(b) English translations of foreign fiction: Class with English fiction in a popular library, but with the originals in other libraries.

(c) Selections, chrestomathies, and even single works, specially arranged for the study of the language in which they are printed: Class by language.

(d) Books of non-fiction in foreign languages: Class

together by language in popular libraries, but by subject, without reference to the language, in reference, technical and university libraries. But cf. the special cases that follow.

(e) Specimens of dialects, patois and little-known literatures: Class by language, not by subject, in all libraries. E.g. Specimens of Basque, Italian dialects, American Indian, African and Oriental works (in the original) except versions of the Bible or its parts.

Catechisms in such languages are partly of religious and partly of philological interest; but only theological libraries will class catechisms printed in obscure languages under the subject. Translations of the Bible or of its parts into the less known languages are better kept together under Bible, but references should be made under the language in the subject catalog.

(f) The Bible or its parts in foreign versions: Class under Bible.

(g) Complete works of belles-lettres in the lesser known languages, e.g. Indic, Semitic and Hamitic: Class under those literatures.

As only libraries of research are likely to acquire such works, there is no reason for making exceptions.

(h) Liturgies in Oriental languages: Class in ritual.

(i) Literature of a religious sect written in an Oriental language: Class by topic. E.g. *The Sanskrit Buddhist literature of Nepal.* By Rájendralála Mitra (Calcutta, 1882). The subject of this analysis is Buddhism; the language is Sanskrit; the material, manuscript. Class by subject.

See also Translations into artificial languages 200b.

An alternative rule is: "Class all works by topic without regard to the language in which they are written, except in the case of the lesser known languages. Make language divisions under topics when necessary."—(Pettee).

198 Foreign words or foreign constructions in a language **Dewey No. 400**

Class under the language *affected.* E.g. *Norse elements in English dialects.* By G. T. Flom (London, 1911). Class under English dialects.

199 Dictionaries of two languages

Dictionaries of two languages: Class under the foreign language if foreign-English; under the ancient language if ancient-modern; under the less generally known of two modern languages. In case of doubt, class under the language that is foreign to the country in which the dictionary appears. E.g. (1) C. E. Georges: *Dizionario latino-italiano;* tr. con aggiunte condetta da Ferruccio Calonghi. 2. ed. (Torino, 1913). Class under Latin. (2) *Dictionnaire italien-français de tous les (7852) verbes italiens.* Par V. Rossi-Sacchetti (Paris, 1909). Class under Italian.

200 Translations

The general treatment of translations is discussed under 29. Some special cases are the following:

(a) Extracts in translation from unfamiliar languages, brought together to illustrate a topic: Class under the topic. E.g. *The wheel of the law; Buddhism illustrated from Siamese sources.* By Henry Alabaster (London, 1871). Class under Buddhism.

(b) Translations into artificial languages such as Esperanto or Volapük: Class with "readers" for students of that language, not with the originals. E.g. *Robinsono Kruso* [Robinson Crusoe in Esperanto]. (Phila. 1908).

LITERATURE Dewey No. 800

201 Definition and scope of the class

The term literature is used by the classifications in the restricted sense of belles-lettres. If the distinction is drawn between the literature of the imagination and the literature of information, this subject group rigorously excludes the latter. Newman's *Idea of a university,* Burke's *Essay on the American revolution* are noble examples of literary masterpieces, but the material of these works, contributory to very definite topics of the subject classification, classes the books rather with a topic than with literature. As a general rule, a work of prose, whatever its claims to literary style, if it can be classed under a specific topic, has no place in literature. This restricts the class literature to (1) literary criticism, (2) literary history and biography, and (3) works of the imagination that fall under the various literary forms,—fiction, poetry, prose, etc.—(Pettee).

See Cutter classification, class Literature, for discussion.

202 Individual authors (in belles-lettres)

Works of individual authors in the fields of belles-lettres (e.g. poetry, drama) will in nearly all systems be grouped by the language used by the author, with American literature separated from English. Under each literature, arrangement by kind (e.g. drama) or by period (e.g. Elizabethan) or by both may be prescribed by the system used.

In classing the works of individual authors the classifier will do well to observe two rules:

(1) Separate the works of a given author as little as possible.

(2) Use as few divisions by kind as possible; put together all such works of an author as do not fall into well defined kinds like drama or poetry.

203 Criticism of one literature in another **Dewey No. 800**

Class under the literature *criticised.* E.g. *American literature in Spain.* By John De Lancey Ferguson (N. Y. 1916). Class under American literature—History and criticism.

204 Nationality vs. Language of an author

In literature consider the language used by the writer, and class by that, disregarding the country of the author's birth or residence.

Thus British writers using Norman French, or French or Italian writers using medieval Latin are to be classed by literature, not by nationality.

(a) If the author writes only in Latin (medieval or modern): Class in Latin (medieval and modern). E.g. *The eclogues of Baptista Mantuanus* (Baltimore, 1911). Class this Italian writer under medieval Latin literature.

(b) If he writes in both the Latin and the vernacular: Class by the vernacular. E.g. Milton; Bacon.

(c) If he writes in several languages (modern): Class by his nationality.—(Pettee).

The varying practice of the libraries represented in the A. L. A. *Survey of libraries* (Chicago, 1927), in classing "American writers of foreign origin," and "Authors using more than one language," is summarized in that work (IV: 53–54).

205 Quotations in ancient authors

(a) Quotations from ancient (classical) authors relating to a special topic: Class by topic, not in classics. E.g. *Ancient India as described in classical literature;* tr. and [ed.] by J. W. McCrindle (Westminster, 1901). Class under India.

(b) Quotations taken from a single author or book, found in the works of an ancient author: Class under the author or work quoted. E.g. *Philo and Holy Scripture; or, The quotations of Philo from the books of the Old Testament,* with intr. and notes by Herbert Edward Ryle (London, 1895). Class under Old Testament (Greek text).

206 Periodical miscellany **Dewey No. 804**

Literary essays, when issued in daily or weekly parts like the (old) "Spectator" or the "Tatler": Class in literature (essays), not in periodicals.

This type of periodical is now nearly obsolete.

207 Poetry and prose for public readings **Dewey No. 808**

Collections of poetry or prose expressly designed for public readings: Class under oratory, not under the literary form, or in collections under the literature. E.g. *Choice readings for public and private entertainments.* By Robert McLean Cumnock (Chicago, 1924).

This conforms to the intent of the author and brings together a type of work that would otherwise be widely scattered.

HISTORY OF LITERATURE Dewey No. 809

208 Influence of one literature upon another

Class under the literature *affected.* E.g. (1) The influence of Old Norse literature upon English literature. Influence of India and Persia on the poetry of Germany. Greek influence on English poetry. Influence of Italian upon French literature. Influence of the French Revolution upon Italian literature. (2) *The Greek romances in Elizabethan prose fiction.* By S. L. Wolff (New York, 1912). Class under history of English fiction. But (3) *Early influence of German literature in America.* By Frederick H. Wilkens (New York, n.d.). Class under German literature *in America,* not with American literature or American writers as influenced by German models.

An additional consideration is that one literature influencing another literature is practically a source of the material and forms used in the latter, and sources should be classed under the subject to which they have furnished material.

The varying practice of the libraries represented in the A. L. A. *Survey of libraries* (Chicago, 1927), in classing "books treating of one literature's influence on another," is summarized in that work (IV: 38–39).

209 Animals as subjects in literature **Dewey No. 809**

(a) Stories of animals, birds, insects, and the like, when written for children: Class in juvenile literature.

(b) Popular scientific works on animals: Class in natural history.

(c) Literary treatment of animals by famous authors (e.g. Dante): Class in criticism of that author.

(d) Literary treatment of animals in a special literature: Class in literary history of that literature.

210 Authors as subjects in literature

While works treating of an author or of his works will be classed under that author, his own *views* upon certain topics will not necessarily be classed wtih the rest of his writings. E.g. *Wordsworth's literary criticism;* extracts ed. with an introduction by Nowell C. Smith (London, 1905). Class under literary criticism, not with Wordsworth's individual works (unless system puts all there). The author catalog will bring out the personal element, leaving the subjects upon which Wordsworth has written to be brought out by the subject catalog. Wordworth's *Guide to the Lakes* is still less personal and will be classed in description.

211 Persons as subjects in literature

(a) Works about heroes of romance or poetry: Class in literature, even though the persons are historic, i.e. King Arthur, Charlemagne. E.g. *Legends of Charlemagne; or, Romance of the middle ages.* By Thomas Bulfinch (Boston, 1867).

(b) Works on literary "characters": Class as literature whether the characters are fictitious or real persons. E.g. *Helen of Troy as told by Homer, Goethe and others.* By Eugene Oswald (New York, 1905).

So mythological characters figuring in literature are to be classed under the literature in which they figure, not under the religion in which they first appear.

212 Philosophy as a subject in literature **Dewey No. 809**

Philosophic doctrines and ideas as introduced into poetry or other literary forms: Class in literature. E.g. Studies in the philosophy of the Meistersingers., i.e. scholasticism as it appears in the German poetry of their time. A work of literary criticism; not on philosophy, because the literature is the subject affected. Analogously a work on the influence of scholasticism on German medieval poetry would be classed under literature. Treatment of "influence on," "topic appearing in," and "effect of," is similar.

213 Things as subjects treated in literature

Literary history of a particular subject as treated in literature: Class in literature if the topic is one that can be brought out there; otherwise under the subject. E.g. (1) *Six lectures on the recorder and other flutes in relation to literature.* By C. Welch (London, 1911). Class under flute. (2) *Precious stones in Old English literature.* By Dr. Robert Max Garrett (Leipzig, 1909). Class under Old English literature, not under precious stones (in art).

The rule should be interpreted to imply literary and not specific treatment of the object. The subject catalog will, of course, bring out all works treating of the thing in question.

Cf. Subjects treated in poetry 218; Animals as subjects in literature 209.

POETRY Dewey No. 808.1

214 Chronicles in verse

Class in poetry.

It is impracticable for the classifier to attempt to decide that one chronicle in verse is more valuable as history than as literature, and another is more poetry than history. Once the classifier begins to class poetry, however lacking in literary importance, by the subject, he gets into difficulties and inconsistencies.

The varying practice of libraries represented in the A. L. A. *Survey of libraries* (Chicago, 1927), in classing "chronicles in verse," is summarized in that work (IV: 38).

215 Metrical translations **Dewey No. 808.1**

(a) If the original is poetry: Class with the original. E.g. Chapman's translation of Homer.

(b) If the translation is so free that the original is related to it merely as a source: Class as a poem by the translator.

(c) If the language of the translation has more interest in itself than the subject matter: Class as a text in that language. E.g. King Alfred's Anglo-Saxon version of Pope Gregory the Great's Pastoral rule.

216 Philosophy in poetry

A work on philosophy in the poets: Class under the poetry concerned. E.g. *Of philosophy in the poets.* By James Hutchinson Stirling (Edinburgh, 1885). Class under literary history of English poetry.

The reason for this is that the poetic treatment of philosophic ideas is closer akin to poetry than it is to philosophy.

217 Poems on persons (Collections)

(a) Anthologies of poems on persons (not literary): Class with biography of the person. E.g. *The praise of Lincoln, an anthology.* Collected and arranged by A. Dallas Williams (Indianapolis, 1911).

(b) Anthologies of poems in praise of poets and other writers: Class with criticism of their works. E.g. Dante; Shakespeare.

218 Subjects treated in poetry

Class in poetry, subdivided by themes, if desired. E.g. *Sea songs and ballads;* ed. by C. Stone (1906).

Topics treated in poetry should be classed under poetry on the principle that poetry is seldom considered as literature of information.

But see Poems on persons 217.

DRAMA

219 Drama **Dewey No. 808.2**

(a) Drama dealing with a special topic or written for a special occasion: Class under drama, not by subject. E.g. *Depositio cornuti typographici, that is, a play which can be performed at the reception and confirmation of journeymen* (N. Y. 1911). Class in drama. Library of Congress classes this under printing.

To class plays according to the occasion for which they are written will be difficult to do consistently; it is better to let the catalog bring out the subjects treated in drama. Cf. Pageants 143.

(b) Historical plays: Class under drama of the literature in which written. E.g. *English historical plays by Shakespeare, Marlowe, Peele, Heywood, Fletcher and Ford,* arranged for acting as well as for reading, by Thomas Donovan (London, 1896. 2 v.). Class in English drama.

The subject catalog will bring out their relation to history, if worth while.

(c) Plays arranged for acting: Class in drama of the literature in which written, not under theater. But class plays written especially for amateurs under acting.

Only in special theatrical libraries or in special collections of general libraries, class in theater (acting).

(d) Prose rendering of plays or poems of individual authors: Class with the originals. E.g. (1) Lamb's *Tales from Shakespeare.* (2) *Tales retold from "The Earthly Paradise" of William Morris.* By Emily Underwood (1909).

In a juvenile collection such tales would be classed with stories for children.

ESSAYS

220 Essays **Dewey No. 808.4**

(a) Essays, whether by one or by several writers, treating of a specific subject: Class under the topic, not

with other essays in literature. E.g. *Essays in the study of Sienese painting.* By Bernard Berenson (New York, 1918). Class in painting.

(b) A collection of essays on several subjects: Class in essays of the literature in which written.

(c) Critical and literary essays dealing with writers of a special literature or period: Class under the literary history of that period. E.g. *Select essays of Sainte-Beuve, chiefly bearing on English literature;* tr. by A. J. Butler (London, n.d.). Class in English literary history, not with works of the French author.

The alternative of classing all essays as a form of literature sacrifices the needs of the student to the convenience of the reader for recreation. An essay may be as informing as a treatise.

LITERARY CRITICISM

221 Literary criticism **Dewey No. 809**

Criticism of literary critics: Class with literary history. E.g. *The masters of French criticism.* By Irving Babbitt (Boston, 1912). Class under French literary history.

222 Literary topography

(a) Literary history of a place, including literary associations of buildings and streets: Class in literature, not in description or history. E.g. *London in English literature.* By Percy H. Boynton (Chicago, 1913). Class in English literature (local).

(b) A work written expressly to illustrate the life and works of an author by description of places associated with him: Class under literature (or literary biography). E.g. (1) *Shakespeare's London.* Class under Shakespeare. (2) *The land of Burns; a series of landscapes and portraits illustrative of the life and writings of the Scottish poet* (Glasgow, 1840. 2 v.). Class with works about Burns, not under Scotland.

This conforms to the intent of the author and does not violate the content of the work, which is *selective* in its descriptions.

(c) A work upon the "literary associations" of a place: Class under collective literary biography of the literature concerned. E.g. (1) *Some literary associations of East Anglia.* By William A. Dutt (New York, 1907). Class in English literary biography (collective). (2) *Cambridge and Charles Lamb.* Ed. by George Wherry (Cambridge, 1925). Class in biography of Lamb.

The varying practice of the libraries represented in the A. L. A. *Survey of libraries* (Chicago, 1927), in regard to classing "literary associations," is summarized in that work (IV: 46–47).

223 Literature vs. Archeology **Dewey No. 809**

An archeological work illustrative of an ancient author: Class with literature about that author. E.g. *Troy, a study in Homeric geography.* By Walter Leaf (London, 1912). "Essay which aims at testing the tradition of the Trojan War by comparing the text of Homer with the natural conditions described . . . in the Iliad." Class under Homer.

If the intent of the author is to illumine the text by archeological finds, the work should be classed with commentaries on that author. If, on the other hand, archeology is the intent, with no special author in view, class under archeology.

See also Antiquities 257.

224 Literary influence

(a) Influence of several writers upon a literature: Class under the literature affected. E.g. *Corneille and Racine in England . . . the English translations . . . with special reference to their presentation on the English stage.* By Dorothea F. Canfield (New York, 1904). Class under English dramatic history.

(b) Influence of one writer upon another. See this heading under Individual authors 233b.

(c) Reaction against influence; absence of certain influences or the reaction against them: Class like influ-

ence. E.g. *The reaction against metaphysics in theology.* By Douglas Clyde Macintosh (Chicago, 1911). Class under history of theology as the factor affected.

225 Race publications **Dewey No. 809**

Books written by authors of one race, e.g. Negroes: Class by topic. E.g. *The Afro-American press and its editors.* By I. G. Penn (Springfield, Mass., 1891). Class under bibliography of newspapers; the subject catalog will bring out its relation to Negroes.

The alternative of classing together all works written by Negroes will bring out the feature of Negro literary achievements; but this aspect of the Negro question may better be left to the subject catalog.

INDIVIDUAL AUTHORS

226 Arrangement of the works of individual writers of belles-lettres

Class together, either in collected works or in that kind of literature (drama, essays, poetry) in which the most of the author's writings most suitably belong. E.g. Do not class Tennyson's complete works in one place, his poems in another, and his dramas in another.

Works of belles-lettres are not like literature of information. Cutter recommends keeping all such works together; the Decimal classification and Library of Congress follow the same principle.

227 Criticism of individual authors

(a) Critical works about an author's writings: Class in literature, unless a special scheme is used under biography; but do not separate by kind. E.g. *The classical mythology of Milton's English poems.* By Charles Grosvenor Osgood (New York, 1900).

If literature is preferred, group the critical works near the collected works of the author. Do not class works upon an author's prose in one place and upon his poetry in another.

(b) Criticism of a single work of an author: Class

next to the editions of the work. E.g. *The Samson Agonistes of Milton.* By J. M. Brown (Christchurch, n.d.).

(c) Criticism of a translator's collective work: Class under his name as in rule above; but criticism of a single translation made by him class with other works upon the original author. E.g. Criticisms of Pope's Homer. Class next to the translation, under Homer.

As no classification will group together all the translations made by a given translator; so no classification can bring under a translator all the criticism of his translations. The subject catalog must do that.

228 Dictionaries of individual authors

(a) A dictionary of the language of an individual author: Class with other works about that author, not with other dictionaries of the language used by that author. E.g. *Schopenhauer-Lexikon . . .* bearbeitet von Julius Frauenstädt (Leipzig, 1871. 2 v.). Class under Schopenhauer, in philosophy.

(b) A dictionary of the characters and scenes occurring in the works of an author: Class with the works of that author. E.g. *A Dickens dictionary, the characters and scenes.* By Alex. Philip (London, 1909).

229 Knowledge of a special subject possessed and exhibited by an author

(a) If the author writes professedly upon the subject: Class by subject.

In this case a work upon the author's knowledge is practically a review of his work.

(b) If the author writes belles-lettres in which the subject appears incidentally: Class in literary criticism of the author. E.g. (1) *Milton's knowledge of music.* By Sigmund Gottfried Spaeth (Princeton, 1913). (2) Shakespeare's knowledge of law, music, etc.

230 Literary comparison and relation

(a) Comparison of the work of two writers: Class

under the writer supposed to be influenced or deriving material from the other. Cf. Influence 233b. E.g. *Euripides and Mr. Bernard Shaw.* By Gilbert Norwood (London, 1913). Class under Shaw.

In the case of writers living at different periods, the one influenced will obviously be the later writer.

(b) Relation of an author to his time or to literature: Class under literary criticism of that author. E.g. *Spenser's Shepherd's calendar in relation to contemporary affairs.* By J. J. Higginson (New York, 1912). Class with works on Spenser's writings.

(c) Works compared one with another: Class under the work of the literature intended by the author to be illustrated by the comparison. E.g. *Piers Plowman, a comparison with some earlier and contemporary French allegories.* By Dorothy L. Owen (London, 1912). Class with "Piers Plowman."

231 Literary history of an individual author in the form of references, criticism or appreciations relating to him
Dewey No. 809

Class under the author concerned. E.g. *The praise of Shakespeare, an English anthology;* ed. by C. E. Hughes (London, 1904). While no classifier would hesitate to class this book under Shakespeare, other analogous cases are not so obvious.

232 Literary illustration of an author

Contemporary sociological, political, or other conditions illustrating an author's work: Class with literary criticism of the author. E.g. *Homeric society; a sociological study of the Iliad and Odyssey.* By Albert Galloway Keller (New York, 1911). Should be classed with the literature on Homer, although its subject matter is sociological, because the intent of the author is to illustrate Homer's works.

233 Literary influence of individual writers Dewey No. 809

(a) Influence of a writer upon a literature: Class with the literary criticism of the author concerned. E.g. (1) *Moore en France . . . oeuvres de Thomas Moore dans la littérature française, 1819–1839;* par A. B. Thomas (Paris, 1911). Class under Moore, as it is restricted to the fortunes of Moore's works in French translations and imitations. (2) *The influence of Baudelaire in France and England.* By G. Turquet-Milnes (London, 1913). Class under Baudelaire. (3) *The influence of Molière on Restoration comedy.* By D. H. Miles (New York, 1910). Class under works on Molière (literary history).

These examples, it will be noted, show that in the case of individual influence the rule is opposite to the rule concerning the influence of one literature or event upon another. The justification for this apparent inconsistency lies in the greater importance of persons. What concerns them individually should be kept together; the individual outweighs the thing.

If the topic or event concerned is definite and precise, some classifiers may prefer to class under it. E.g. Cardinal Aleman and the Great Schism. But one would hardly class *Talleyrand et la société européenne,* by Frédéric Loliée (Paris, 1911) under European society.

(b) Influence of one writer upon another: Class under the writer influenced or affected. E.g. (1) *Walter Paget's einfluss auf Oscar Wilde.* Von Eduard J. Bock (Bonn, 1913). Class under Wilde, if this series (Bonner Studien . . .) is scattered. (2) *Dante & Aquinas.* By Philip H. Wicksteed (London, 1913). Class under Dante. (3) *Tennyson and Virgil; an essay on the indebtedness of Tennyson to Virgil.* Class with Tennyson, as the author affected.

The varying practice of the libraries represented in the A. L. A. *Survey of libraries* (Chicago, 1927), in classing works treating of the "influence of one writer upon a literature," and "books treating of one writer's influence on another," is summarized in that work (IV: 39–40).

234 Literary sources

(a) Sources of an author's work: Class under that

author, not under the source, even when the source is a single book. E.g. *Rama and Homer; an argument that in the Indian epics Homer found the theme of his two great poems* (London, 1912). Class under Homer.

(b) Source of an individual literary work, plot or story: Class under the work derived, not under the source. Cf. Influence 233b. E.g. *Faust and the Clementine recognitions.* By E. C. Richardson (1894). Class under Faust legend.

(c) An individual work treated as the source of another work and compared throughout with it: Class with the latter work, especially historical sources used in literature. E.g. *Shakespeare's Holinshed. The Chronicle and the Historical plays compared.* By W. G. Boswell-Stone. 2d. ed. (London, 1907). Class under Shakespeare.

The intent of the editor of the source is to illustrate the later work and the parallel passages from the source, introduced by the editor into his edition, essentially differentiate it from other editions of the source.

(d) An individual work, though known to be the source of another but not compared with it and annotated as such: Class under its own subject. E.g. Other editions of Holinshed's Chronicle. Class under history of England.

To class every edition, e.g. of a given chronicle, under Shakespeare merely because he used it, would be manifestly absurd.

The subject catalog will make the necessary references. The rule would be modified for special collections.

Literary topography. See 222.

235 Philosophy of individual writers **Dewey No. 809**

Philosophy (i.e. the metaphysical or ethical system) of a writer of belles-lettres: Class in literary criticism of that author. E.g. Dante; Shakespeare.

This may seem inconsistent with our rule to class views of philosophers, upon topics other than philosophic, by topic (65d). But philosophers write informational literature; while the philosophy of writers of belles-lettres is rather of critical interest.

Cf. Philosophic ideas in literature 66.

HISTORY Dewey No. 900

236 Scope and definition of the class

"The term history in its amplest meaning includes every vestige of everything that has happened to man since he first appeared, and the tendency of recent historical writers is to emphasize less the purely political events and to select significant events in all phases of human affairs. The classifications, however, keep to the more restricted definition of history, and limit the class strictly to the general development of political units and their parts, gathering here, along with the history of national units, various groups of material of a general nature contributory to this history, such as biography, genealogy, geography, archeology, diplomatics, etc."

"By the definition of history as the record of the development of racial or political units, *as a whole,* development of human progress along *special lines* is barred from this class. Only material on movements or events affecting the state as a whole have a place in this class. History of special phases of national life, e.g. church history, economic history, are classed with these special subjects, not with the general class History. If it is desired to include in the class History special phases of national development, the classifications can readily be modified to permit this. Cutter has provided for this. Columbia university and Vassar college have both worked out schemes which are used with the Dewey." —(Pettee).

237 Conspiracies and plots

History of a conspiracy or plot: Class under the history of the country or under the topic, not under biography of the conspirator or leader of the plot. E.g. Catiline's conspiracy.

238 Economics vs. History **Dewey No. 900**

(a) Works treating of economic conditions or movements: Class in economic history. E.g. *Economic and social conditions in France during the eighteenth century.* By Henri Sée, tr. by E. H. Zeydell (New York, 1927).

(b) Works treating of historical events that may have owed their origin or progress to economic causes: Class in history. E.g. (1) Wat Tyler's insurrection; (2) Gordon riots; (3) Antirent agitation.

239 Government vs. History

A historical narrative, written to exhibit the application of certain principles in the government of a country: Class under history unless these principles are of very specific character. E.g. *Peace principles exemplified in the early history of Pennsylvania.* By Samuel M. Janney (Philadelphia, 1888). Class under history of Pennsylvania.

See also History of political ideas 241.

"If the book is written to illustrate the development of these principles, class with the topic where the principles belong; if it is to show how the history of the country was modified by these principles, class in history. E.g. A work on the working of local option in a definite place would go under the temperance movement unless it was the intention of the author to write a town history in which the general trend of events had been affected by local option."—(Pettee).

240 Historical traditions embodied in literature

Works tracing the record of historical events in certain works of literature, e.g. poetry: Class in history. E.g. *Sidelights on Teutonic history during the migration period.* By M. G. Clarke (Cambridge, 1911). Studies from Beowulf and other Old English poems, but primarily a contribution to history, not to literature.

241 History of political ideas vs. History of events

(a) History of a political idea, like liberty or patriotism: Class with other works on the idea. E.g. *Patriotism*

in literature. By John Drinkwater (London, 1924). Class in literature.

(b) History of *events* illustrating a political idea or principle: Class under history of the events. E.g. (1) *The history of English patriotism.* By Esmé Wingfield Stralford (London, 1913. 2 v.). Classed best under social history of England. (2) *French patriotism in the nineteenth century, 1814–1833.* By H. F. Stewart and Paul Desjardins (Cambridge, 1923). Class in French history.

The reason lies: (1) in the difficulty of distinguishing history of the idea as such from history of events; (2) in the fact that, as a rule, such a work treats, not of the idea as such, but of events caused or promoted by the idea.

242 Patriotic society publications **Dewey No. 900**

(a) Reports and lists of members of patriotic societies: Class under the societies (Revolution, Colonial wars, and the like).

(b) Other publications of these societies: Class by subject, as the society acts merely as editor. E.g. *Information for immigrants . . .* prepared by the National society of the Sons of the American Revolution (Washington, 1908). Class under Nationalization.

243 Political history

Class in history.

Political history is both a history of discussion and a record of events. The distinction between political and general history of a country is one not of method but of relative emphasis. Hence political history may be looked upon as a special form of writing history. History of political parties, however, is a history of politics.

244 Politics

Distinguish between politics and history.

Politics is discussion, argument, documents and the like, bearing upon measures, policies and movements contemporaneous with the writing of the books or pamphlets in which these movements are discussed. History is the record of the

events after they have occurred. History of the discussions themselves is either bibliography or political history, according to the make-up of the book. Classifiers who prefer to class all contemporary discussions of political policies under history, on the ground that it is source material, will do well to place it under sub-headings "sources" rather than mix it with narrative history.

245 Source material for history **Dewey No. 900**

(a) Source books written professedly to furnish a collection of historical material of varied character relating to the history of some country or period: Class in history, whatever the form of the material. E.g. *Source book of English history;* ed. by Elizabeth Kimball Kendall (New York, 1912). Includes extracts from chronicles, diaries, trials, poems.

(b) Books upon the history of a country or period considered from some special point of view—economic, social, artistic or literary: Class by topic. E.g. (1) *Tudor economic documents;* ed. by R. H. Tawney and Eileen Power (London, 1924. 3 v.). Class in economic history of England. (2) *Historical aspects of the immigration problem, select documents.* By Edith Abbott (Chicago, 1926). Class under Immigration.

(c) Contemporary speeches, tracts or other discussions of a political character: Class in politics; or if placed in history, separate from narrative histories of the country or period.

It is true that such material is valuable to the historian and student of history. But so is everything that has had influence in shaping the history of a nation. On the other hand, the student of economics has first claim to works treating primarily of the history of his subject, and only partially of the general history of a country. But contemporaneous political tracts, discussions, arguments and documents are more closely related to politics than to history.

"Treat as sources of history, classing with history, collections of charters, contemporary letters or other writings when such material is brought together primarily to illustrate an historical topic."—(Pettee).

TIME DIVISIONS Dewey No. 900

246 Reigns and centuries

(a) A historical work covering three or more reigns or administrations: Class under the century or other inclusive period. E.g. *Monstrelet's chronicles 1400–1467* (1516). Class under Valois.

(b) If the period covers two reigns: Class under the first reign. E.g. *Chronique des règnes de Jean II* [1350–1364] *et de Charles V* [1364–1380] (Paris, 1910). Class under John II.

(c) If the intention of the author is to treat one or the other reign primarily: Class under that. E.g. *France under Mazarin with a review of the administration of Richelieu* (New York, 1902. 2 v.). Class under Louis XIV.

The New York State Library rule is: "If not more than three reigns are covered, class under the first or most important (from the standpoint of the treatment) unless three cover more than half of the more inclusive division."

247 Revolutions

(a) Events of a period preceding a revolution: Class under the actual period covered. E.g. Taine's *Ancient régime.* Should be classed in French history *before* the Revolution.

(b) When the intent of the author is to treat the revolution and its antecedent causes: Class under the revolution. E.g. *England and America 1763–1783; the history of a reaction.* By Mary A. M. Marks (London, 1907. 2 v.). Treats of events in America and England leading up to and *including* the American Revolution and should be classed under that.

248 Social history

Social history of a single reign or period: Class under

the history of that reign or period, in preference to mixing such works with social history of the country in general. E.g. (1) *The great days of Versailles; studies from court life in the later years of Louis XIV.* By G. F. Bradby (New York, 1906). Class under Louis XIV. (2) *Social France at the time of Philip Augustus.* By Achille Luchaire; tr. by E. B. Krehbiel (New York, 1912). Class under reign of Philip Augustus.

249 Time divisions vs. Local divisions **Dewey No. 900**

"There seems to be no uniformity of practice here. It would seem worth while to make some rigid rulings and adhere to them consistently. In general, local divisions seem to take precedence over time divisions. The history of Virginia in colonial times is usually classed with the history of Virginia, not with the general history of the colonial period of United States history. It seems in the line of general usage to suggest a ruling that all periods in the history of definite localities be classed as local history, e.g. that A. R. Bayley's *The great civil war in Dorset, 1642–1660* (Taunton, 1910) go with Dorset. Of course a bit of local history that is treated, not as local history, but as an incident in the general history of the times, is different and should go with general history. *Robert Kett and the Norfolk rising,* by Joseph Clayton (London, 1912) is an illustration of this kind. A rigid adherence to this ruling would scatter the histories of the Reformation into the periods of church history under the various countries, but this, in my opinion, is desirable."—(Pettee).

Cf. Time divisions (in general) 38–40

The essential point is that local treatment of history should be brought out under its proper heading in the classification, either in local history as such or in local subdivisions under the sections devoted to wars or other events. Such books should not be classed, alphabetically by author, in the same section as general histories of these events, for to do so is to bury them, so far as classification is concerned.

(a) History of local events which concern only local affairs (government, people or place): Class in local history.

(b) History of local events which formed part of national movements (revolutions, insurrections, military operations): Class in national history by period or under the war of which they formed incidents. E.g. Boston massacre; War of La Vendée.

(c) History of a city or town during the period of a war: Class by history of the place. E.g. (1) *Groton during the Indian wars.* By Samuel A. Green (Groton, Mass., 1883). (2) *Groton during the Revolution.* By Samuel A. Green (Groton, 1900). Class both in local history.

(d) Local risings in which one section only of a country is concerned: Class under the local history of that country, i.e. under the scene of operations. E.g. *The story of Bacon's Rebellion.* By Mary Newton Stanard (New York, 1907). Class under history of Virginia, not under Colonial history of the United States.

The line is not always easy to draw; but the system will provide for all important revolutions.

(e) Local risings that formed part of national movements: Class with those movements, after the analogy of battles and campaigns of a war. E.g. (1) *Robert Kett and the Norfolk rising.* By Joseph Clayton (London, 1912). Class under reign of Edward VI (unless placed under biography of Kett), because this rising was only one of several. (2) *The great revolt of 1381* [i.e. Wat Tyler's insurrection in East Anglia]. By Charles Oman (Oxford, 1906). Class under reign of Richard II. (3) *The great civil war in Dorset, 1642–1660.* By A. R. Bayley (Taunton, 1910). Class under Puritan Revolution, 1642–1660. But cf. Miss Pettee's note (above).

Revolutions involving dependent *countries,* like Ireland or the Netherlands while under Spanish rule, will of course be classed under the country.

History of the part taken by a state, county or city in a war

(E.g. Revolution, Civil war, European war): See this section under Wars 126e.

TRAVEL AND DESCRIPTION

250 Travel and description **Dewey No. 910**

(a) Personal accounts of travel: Class with other description of the places visited.

(b) In the case of distinguished travelers, like royalty and famous generals, whose personality may be of more interest than the scenes described: Class in biography of the person. E.g. *Around the world with General Grant.* By John Russell Young (New York, 1879. 2 v.). Class in biography of Grant.

(c) Travels undertaken professedly for research along definite lines, e.g. epigraphy, antiquities, bibliography: Class by topic treated. Cf. Scientific expeditions 148. E.g. (1) *Epigraphical journey in Asia Minor.* By J. R. S. Sterrett (Boston, 1885). Class in inscriptions. (2) *A bibliographical . . . tour in France and Germany.* By T. F. Dibdin (London). Class in bibliography.

(d) Works treating of countries in a general way, differing from works of travel, wider than government and institutions, more literary and less mathematical than statistics: Class as local encyclopedias. E.g. (1) *Japan by the Japanese;* ed. by Alfred Stead (New York, 1904); (2) *The Mexican year book.* (Los Angeles, 1922–).

The New York State Library classes this type of book in description. The objection to this treatment is that it puts the book along with works of travel, which are quite different in purpose, form and contents.

251 Biblical geography

Travel in Palestine and other Bible regions: Class in

travel unless system provides otherwise. E.g. *The immovable East. Studies of the people and customs of Palestine.* By Philip J. Baldensperger (London, 1913). Class in travel.

Biblical geography in the sense of identification of places mentioned in the Bible may go under Bible. Only a theological library will construe present-day travel in those countries as illustrative only of the Bible.

252 Exploration **Dewey No. 910**

Treat broadly the localities visited on voyages of discovery or travels of exploration.

Such regions as America, the East and West Indies, or the Orient, may be treated very partially in early works on them. Yet these early descriptions are the only ones there are of these regions at that time. A safe rule is to follow broadly the title and trend of the book, and not class as local, accounts treating of a period before settlements have been made in a region and local history has begun. Examples of loose nomenclature are "America," the "West Indies," and "East Indies."

253 History of local travel

(a) Books of reminiscence or history of old-time travel: Class under travel unless they include also considerable local history. E.g. *Across the plains in '64; incidents of early days west of the Missouri River* (Omaha, 1904). Class in western travel.

(b) Early history of rivers (i.e. steamboats, piloting, etc.): Class under history of travel. E.g. *Old times on the Upper Mississippi; the recollections of a steamboat pilot from 1854 to 1863.* By G. B. Merrick (Cleveland, 1909). Class under travel on the Mississippi.

New York State Library classes under transportation.

(c) History of a river and of the neighboring region: Class in history of the region. E.g. *60 years on the Upper Mississippi; my life and experiences.* By S. W. McMaster (Rock Island, 1893). Class in history of the Mississippi Valley.

89315

254 Literary associations of a place **Dewey No. 910**

Class in literature, not in description or history of the place. E.g. *London in English literature.* By Percy H. Boynton (Chicago, 1913). Class under English literary history (local).

This is on the analogy of local art.

255 Place-names beginning with East, West, North or South

Arrange under the adjective if it is a part of the official name, but under the noun if the adjective is merely descriptive. E.g. West Virginia, South Africa (Union), East St. Louis, North Dakota, class under the adjective; but Africa, North; Europe, Southern; New York, Western; United States (East); class by the substantive.

Lippincott's *Gazetteer* will usually decide the question.
"If the adjective used with the nouns forms a name which is locally or administratively a unit, treat as any other distinct place."—(Pettee).

256 Suburbs and wards

(a) Description of the suburbs of a large city, including description of the city itself: Class under the city. E.g. (1) *Rand McNally Chicago guide to the city and environs* (New York, 1919). (2) *Old roads from the heart of New York.* By Sarah Constock (New York, 1917). Class each under the city.

(b) Description of several suburbs not including the city: Class under the county or the state in which the region described is located. E.g. *Rural Pennsylvania in the vicinity of Philadelphia.* By Samuel Fitch Hotchkin (Philadelphia, 1897).

The titles of such works should not influence the classifier. E.g. one author will describe "Rural Pennsylvania in the vicinity of Philadelphia"; another author may describe the same region as "Montgomery county."

(c) History or description of a metropolitan borough of a city: Class (by subhead) under its own name, if this name appears in a standard gazetteer.

(d) Works treating of a locality (village, town or suburb) once independent but now part of a city: Class usually (by subhead) under the city. E.g. Chelsea, Fulham; now parts of London.

Subheads are needed especially in classing the earlier works on the locality as an independent place.

But if the place has been of local importance or still maintains a measure of autonomy, class under its own name. E.g. (1) Brooklyn, now part of New York; (2) *Hampstead; its historic houses, its literary and artistic associations.* By Anna Maxwell (London). Class under Hampstead, although that is now a part of London.

ANTIQUITIES

257 Historic houses

(a) A work on the history of famous houses or on places associated with famous persons: Class in local history of the place. E.g. *Famous houses and literary shrines of London.* By A. St. John Adcock (London, 1912). Class in history (or antiquities) of London.

(b) A work on literary shrines: Class in literary biography. E.g. Literary haunts of authors (coffee-houses and inns).

(c) A work designed to show the architecture of famous houses: Class in domestic architecture. E.g. Castles or moated houses of England.

See also Buildings, Individual 182.

The varying practice of the libraries represented in the A. L. A. *Survey of libraries* (Chicago, 1927), in regard to the classification of "history of buildings," is summarized in that work (IV: 23–25).

BIOGRAPHY Dewey No. 920

258 Definition and scope of the class

"There is much divergence in the practice of classing biography. In general there are three methods of dealing with it:

1. To arrange all biography in one straight alphabet, arranged by biographee.

2. To arrange in a classed suborder under a general group biography, as provided for by Dewey.

3. To consider biography, as far as it permits, as subject material, and to class with topic the biography of all individuals whose life work has been a substantial contribution to that topic; to class, for example, the biography of musicians with music, the lives of artists, with art. All classifications do this to some extent. The lives of philosophers invariably are classed with philosophy. The lives and works of the Fathers of the church go with Church Fathers, etc. It is necessary for the classifier to define carefully his own practice in classing biography as subject material. It is not defined by the systems for it is allowable to class biographical material with the history of a topic if no special place is made for it with the topic, e.g. biographies of scientists may be classed in with the history of science.

Where it is the general practice of the classifier to distribute biography with topic material, a safe rule to follow is this: If the biographee is identified with any movement or subject important *in itself,* class with that topic, leaving in the general class biography, only biographies of many sided people who are of no special interest for one subject above another, or biographies whose interest lies only in the appeal of the personal narrative."—(Pettee).

The varying practice of the libraries represented in the A. L. A. *Survey of libraries* (Chicago, 1927), in regard to the classification of biography, is summarized in that work (IV: 19–22).

259 Biography **Dewey No. 920**

The following rules regarding the treatment of individual biography will apply mostly to libraries keeping biographies in one or in a few special classes, not distributing them by subject.

260 Artists

Description of the work of an artist in one branch of art, e.g. sculpture, or book illustration: Class under biography of the artist, not under the kind of art. E.g. *William Blake's designs for Gray's poems* (London, 1922). Class with other works on Blake's art.

261 Autobiography

Autobiography, written with the avowed purpose of narrating the history of certain events: Class under those events; i.e. treat it rather as a personal narrative under the subject than as a general biography (Cf. Personal narratives). E.g. *A half century among the Siamese and the Lao, an autobiography.* By Daniel McGilvary (New York, 1912). "The story of the . . . Lao Mission" (preface). Class under missions in Siam.

262 Bio-bibliography

Class in bibliography; if confined to writers of one nation, class in national bibliography; if confined to persons of one class or religious body, class in bibliography of the subject or denomination represented. E.g. Dictionary of English Catholics.

263 Biography vs. Country

(a) Personal narratives covering a single war or other integral group of events: Class under history of the event. E.g. (1) *Drum taps in Dixie; memories of a drummer boy, 1861–65.* By Delavan S. Miller (Watertown, N. Y., 1905). Class under United States Civil

War. (2) *Military reminiscences of the Civil War.* By Jacob Dolson Cox, formerly Major-General (New York, 1900. 2 v.).

(b) Narratives covering various events of a long term of years: Class under the biography of the writer. E.g. *Under the old flag; recollections of military operations in the war for the union, the Spanish war, the Boxer rebellion, etc.* By James Harrison Wilson, Brevet Major-General . . . (New York, 1912. 2 v.). Class in biography.

Such narratives are written usually by one who is an actor as well as an observer, and hence biography is the main feature.

(c) Relations of a country to an individual foreign ruler, mentioned by name: Class like other diplomatic history. E.g. Innocenz III and England. Class in English church history.

The ruler acts in such matters only as the representative of his country and the personal element is usually quite subordinate.

(d) The times or country during the period of an author, if the biographical element is absent or is introduced merely as a setting for the narrative: Class under the country. E.g. *Horace Walpole's world. A sketch of Whig society under George II.* By Alice Drayton Greenwood (London, 1913). Class under social history of reign of George II.

(e) Description of a country written to illustrate the works of an author: Class under the criticism of that author. E.g. (1) *Shakespeare's England.* (2) *The Wessex of Thomas Hardy;* written by Bertram C. A. Windle (London, 1902). Class with works about Hardy's writings.

(f) Description of places associated with a certain person or group of persons: Class in biography of the person. E.g. *Homes and haunts of John Ruskin.* By E. T. Cook (London, 1912). Class under Ruskin.

264 Biography vs. Event **Dewey No. 920**

(a) The share taken by a person in an event or series of events, if the person is sufficiently prominent to be an object of interest in himself, independently of the events in which he took part: Class in biography of the person. E.g. (1) *Cardinal Louis Aleman and the end of the Great Schism.* While Aleman was identified with the events described, yet the purpose of the book is rather to bring out his action than the events as such. Hence class in biography. (2) *General W. T. Sherman as college president . . . early years of Louisiana State University* . . . ed. by Walter L. Fleming (Cleveland, 1912). While the scope of the book covers only the years of Sherman's life at Louisiana, the main interest of the book will be Sherman. Class in biography.

The line may be somewhat difficult to draw. But to say that all personal narratives should go in biography would remove, e.g. the narratives of service in the United States Civil War from history of that war, and place them under the biography of the unknown private soldiers. On the other hand, to class all biographical material—short of complete lives—by the subject, will remove from biography many works of as much, if not more, personal than topical interest and value. Speaking generally, the narratives of part taken by *leaders* in events will ordinarily go in biography, the narratives of *observers,* taking a subordinate share of action, will go under the topic.

The University of California classes all such works in biography. As the Library of Congress classes *all* biography by subject, this material would all fall there under subject.

265 Biography vs. Subject

(a) In case of doubt between personal biography and author's avowed intent to illustrate a subject, follow the latter in classing the work. E.g. *The birth of the English Church; Saint Augustine of Canterbury.* By Sir Henry H. Howorth (London, 1913). "The story of the Pope's English mission" (preface). Class under English Church in preference to biography of Saint Augustine, who is but the central figure, not the subject.

(b) Personal recollections of two or more places:

Class under the biography of the writer. E.g. *Other days. Recollections of rural England and old Virginia, 1860–1880.* By A. G. Bradley (London, 1913). Class under biography of the author.

The only alternative is to select one place and neglect the other. By putting the book in biography, we conserve all the subject-matter under a heading where it is not out of place in any case.

(c) When a work includes both life and works of an author: Class with works, when the life occupies a subordinate place, e.g. one volume in a set of several volumes. Class in biography, when the life is interwoven with the works or when the works are not included entire but in sections.

(d) Biography of a writer accompanied by selections from his writings: Class by the predominant feature.—(New York State Library). E.g. *Chamisso, a sketch of his life and work; with specimens of his poetry and . . . text of "Salas y Gomez."* By Karl Lentzner (London, 1893). Class under German literature.

266 Collective biography **Dewey No. 920**

(a) A collection of biographies: Class by the intent of the author; in other words, if the author has selected certain persons as typifying or illustrating a subject, treat the work as dealing with that subject no matter who the individuals may be. E.g. *Pioneer humanists.* By John M. Robertson (London, 1907). Class under biography of humanists, although Bacon, Hobbes, Spinoza (philosophers) are included.

(b) Collective biography, if scattered with history of countries and under subjects: Class strictly by period or topic. E.g. (1) Lives of the Westminster divines. Class with Westminster assembly. (2) Collective biography of parliamentarians. Class with history of Parliament, not mixed with other more general political biography.

The titles of so-called legislative handbooks are, however, often misleading, the scope of the work covering all the administrative departments of the state.

(c) Groups like "Lincoln and his friends," "George II and his ministers": Class as individual biography—Lincoln or George II—or as collective, according as the book is intended to illustrate one man or many men; i.e. whether the other men are introduced to exhibit the character of the central figure, or the individuals of the group are described separately but less fully than the central figure.

267 Correspondence **Dewey No. 920**

(a) Correspondence between two persons: Class under the first named on the title-page unless the second correspondent is of unquestionably more importance. E.g. *The correspondence of Thomas Carlyle and Ralph Waldo Emerson, 1834–1872* (Boston, 1899. 2 v.). Class under Carlyle.

Yet there are cases where the position of the names has been determined for reasons of social or intellectual preeminence and not because the book contains as much if not more about the first named author. The connection of the editor with the book may indicate the real intent of the book. E.g. Correspondence of Lord Coleridge and Ellis Yarnall is edited by Yarnall's son, and is a contribution primarily to his father's life.

(b) Correspondence between two persons regarding one of them principally: Class under the one who is thus the subject of the correspondence. E.g. . . . *Correspondence between N. M. Butler and J. E. Spingarn* [concerning the dismissal of Spingarn] (New York, 1911). Class in biography of Spingarn.

(c) Personal letters: Class in biography (or in literary biography).

(d) Personal letters that treat of one topic: Class by that topic. E.g. *Letters from high latitudes.* By Lord Dufferin (London). Class in arctic travel.

(e) Letters of kings and other hereditary rulers: Class like biography.

University of California classes in history.

(f) Letters of literary men and women: Class in literary biography.

The alternative would be to class with the works of writers, which some classifiers may prefer to do.

Cf. Journals of literary men and women 268b.

268 Diaries and journals **Dewey No. 920**

(a) A journal kept by an individual during a war or period of history or illustrating the progress of events in a place: Class under the history of the war or locality. E.g. *Diary of the besieged resident in Paris.* By Henry Labouchere (London, 1872). Class under Siege of Paris.

The author catalog will sufficiently bring out the writer's connection with the journal.

Cf. Autobiography 261.

(b) Journals of literary men and women: Class with their biography.

The alternative would be to class with their works, which some classifiers may prefer to do.

Cf. Letters of literary men and women 267f.

(c) A diary covering the period of a lifetime or not confined to one group of events: Class under biography of the writer.

(d) A diary covering a single war, a political movement, a literary coterie, or the like: Class under the subject, unless the writer of the diary or journal is an actor of prominence in the events. E.g. *The journal of John Stevens, containing a brief account of the war in Ireland, 1689–1691;* ed. by the Rev. Robert H. Murray (Oxford, 1912). Class under Irish history because the author is not a prominent participant.

In the latter case systems may provide for such biographies by a subdivision under the subject, e.g. personal narratives of the Civil War. If not, class in biography.

(e) A diary or journal illustrating the history or manners and customs of a period: Class under the period unless the writer is an *actor* of prominence in the time; if so, class under biography. E.g. *Journal of the plague year.* By Daniel Defoe. Class in history of London. But *Diary of George Washington,* class in biography.

The reason for this ruling is that many autobiographical narratives undoubtedly illustrate certain periods of human history, but to class them there would vacate the biography of certain individuals.

(f) Official diaries: Class by the subject, not in biography of the individual author. E.g. *The official diary of Lieutenant-general Adam Williamson, deputy-lieutenant of the Tower of London, 1722–1747;* ed. by John Charles Fox (London, 1912). Class under Tower of London.

(g) Diaries of miscellaneous content and those covering much or all of the writer's lifetime: Class in biography.

(h) Diaries of obscure persons: Class by topic, especially if printed as illustrative of the topic or time. E.g. *Diary of Anna Green Winslow, a Boston school girl of 1771* (Boston, 1894). Class in history of Boston.

269 Individual biography **Dewey No. 920**

(a) Class individual biography together in one alphabet or scatter by the subject, according as the system provides partially or wholly.

There is far more reason for grouping lives of individual artists, musicians and printers with art, music and printing than for attempting to classify every biography by the appropriate field of the subject's career.

The question of whether to break up individual biography by subject—either partially or completely—depends very much upon the use to which biography is put in a library. If it is used for reference purposes, there is much more reason for bringing lives of certain persons close to the subjects associated with them, than if the section of biography is used for general reading like fiction or travel.

(b) Biography of a person considered under one phase of his character or work: Class under biography, not under the topic concerned. E.g. (1) *Thomas Jefferson as an architect and a designer of landscapes.* By William Alexander Lambeth, M.D. and Warren H. Manning (Boston and New York, 1913). Class under Jefferson. (2) *General W. T. Sherman as college president of Louisiana State University.* By Walter L. Fleming (Cleveland, 1912). Class under biography of Sherman, not under Louisiana State University. The subject catalog will bring out the bearing of this book on that institution.

A man's character is indivisible and special features of it should not be treated in classification abstractly. As usual, the special library will treat this, as well as general biographies of the person, according to the needs of the library.

270 Individual biography of actors **Dewey No. 920**

Biography, memoirs, recollections and similar works about individual actors and actresses: Class under their biography, wherever it may be placed in the system, not under the history of the theaters with which they have been connected. E.g. *Stage confidences; talks about players and play acting.* By Clara Morris (Boston, 1902).

Personality in the case of this class of person is always pronounced and is more the center of interest than the scenes of their careers.

271 Individual biography of missionaries

If individual lives are classed by subject: "Class with the missionary field with which the missionary is identified."—(Pettee).

272 Individual biography of musicians

(a) Biography of musicians (composers, performers) and criticism of their works collectively: Class as biography.

(b) Criticism of the compositions of a single composer when limited to a single kind: Class with criticism of

that kind of music, not with his biography. E.g. (1) *Beethoven's pianoforte sonatas explained.* By Ernst von Elterlein [E. Gottschald] (London, 1896). Class with works on the sonata. (2) *Mozart's operas, a critical study.* By Edward J. Dent (London, 1914). Class under opera.

If a special scheme is used, as in the Library of Congress, for bringing together all material about an individual composer, the above rule would be reversed.

273 Individual biography of rulers **Dewey No. 920**

(a) Biography of kings and other hereditary rulers: Class under the history of their reigns.

Detailed classifications will have, under the reign or period of prominent rulers, a subdivision for biographies, e.g. Napoleon I.

(b) Biography of elective rulers: Class in biography.

Emperors of the Holy Roman Empire, although elective to some extent, should be treated like hereditary rulers.

274 Individual biography of two persons

Class under the first named unless the second is unquestionably a person of greater importance. E.g. *Coleridge and Wordsworth in the west country.* By Professor Knight (London, 1913). Class under Coleridge.

275 Individual biography of wives of famous men

Class (or alphabet) the life of a woman under her own name, even though she be associated in life with some king or other prominent person. E.g. *The wife of General Bonaparte.* By Joseph Turquam; tr. . . . by Violette Montagu (London, 1912). Class under Josephine, empress of the French.

The subject catalog will bring out the associations of her life. By treating the subject of the biography independently, books about her are disengaged from others treating of kings and other persons from a different point of view. Another reason for classing a woman under her own name is the impossibility of making a clear and consistent distinction between biographies "more useful" under the lady and those "more useful" under her husband, son or other relative's name.

276 Influence of a person on events or institutions
Dewey No. 920

Class under the person in biography unless the factor influenced is definite and specific. E.g. *Thomas Jefferson; his permanent influence on American institutions.* By John Sharp Williams (New York, 1913). Class under biography of Jefferson. But class *Influence of George III on the development of the* [British] *constitution,* by A. Mervyn Davies (London, 1921) under British constitutional history.

The personal element will usually be prominent and pervasive in any treatment of a person's relation to given things. In a system that distributes individual biography through the classification, as the Library of Congress does, the rule will in some cases coalesce with the exception.

277 Influence of one person upon another

(a) Class under the biography of the person affected. E.g. *The influence of Grenville on Pitt's foreign policy, 1787–1798.* By Ephraim Douglass Adams (Washington, 1904). Class under Pitt.

See also Influence of one writer upon another 233b.

(b) Class under the topic if limited and definite in scope. E.g. *The influence of Cicero upon Augustine in the development of his oratorical theory for the training of the ecclesiastical orator.* By James Burnette Eskridge (Menasha, Wis., 1912). Class under preaching.

278 Interviews, Conversations

(a) Interviews or conversations of famous or prominent persons: Class under the subject unless the import of the interview is so personal that the speaker is really the subject. E.g. *Conversations of James Northcote, R. A., with James Ward on art and artists . . .* (London, 1901). Class under art.

(b) Interviews in which the personality and work of the person interviewed form the subject of conversation: Class in biography. E.g. *Art.* By August Rodin.

From the French of Paul Gsell, by Mrs. Romilly Fedden (London, 1912). Largely Rodin's art and illustrated by his own work. Class in art biography.

279 Literary biography **Dewey No. 920**

If individual literary biography is classed by subject, the acts of the man and the events with which he was connected are to be considered more than the topics upon which he wrote. E.g. *Life and letters of Ernst Curtius* has much of interest upon the period in which Curtius lived, but little on the history of Greece, upon which he wrote.

280 Memoirs

(a) Autobiographical memoirs: Class in biography, unless the historical aspect decidedly predominates.

(b) Memoirs of prominent men and women: Class in biography, unless they are explicitly stated to be memoirs of historical events, reigns, "mémoires pour servir," etc. E.g. Life of Napoleon. But *Mémoires du duc de Luynes sur la cour de Louis XV* (Paris, 1860–65. 17 vols.). Class in French history.

Unless all individual biography is classed by the system under the subject illustrated, memoirs should not be excluded from the class of biography as they are often the best or the only first-hand materials for the life of the person.

281 Personal narratives

(a) Class in biography if the writers are prominent enough to render the personal element in the book foremost; otherwise their narratives are of value only for the subject.

Examples are the usual "personal narratives" of soldiers in war, reminiscences of pioneer life, travel in foreign countries, and the like. In case of doubt, biography should be chosen for a narrative covering the whole life of the narrator; otherwise the subject determines the class.

Diaries and letters are usually classed in biography; but the diary of a soldier in the Civil War has more significance for history than for biography, the reason being that the author is (usually) unknown to fame. On the other hand, the diary left by a general might go in biography on account of the prominence of the author. Travels are personal events for the

authors of them; but the personal data given are usually of less importance than the description of scenes visited.

(b) Personal narratives of travel or history: Class under the country or place, not in biography. E.g. *Impressions of America and the American churches,* from journal of the Rev. G. Lewis (Edinburgh, 1845). Class in travel.

The intent of the author is usually to furnish information about the place, and the interest for the reader will not be in the narrator save in the case of singularly prominent persons.

(c) A personal narrative of service during a war in *one* regiment: Class under personal narratives of that war in preference to the section of regimental histories. E.g. *A narrative of service with the Third Wisconsin Infantry.* By Julian Wisner Hinkley (Madison, 1912).

The reasons are: (1) Every narrator serves in some regiment and most of them in only one during a war; (2) the narrative being personal, naturally gravitates to other similar narratives in which the name of the regiment is not mentioned and hence is usually unknown. But if the work is expressly stated to be a history of the regiment, follow the intent of the author.

(d) Naval service in a war: Class in naval history of the war.

(e) European war (1914–18): Class with the army, country, branch of the service, or campaign with which the writer was connected.

282 Personal opinions **Dewey No. 920**

(a) A work giving the personal impressions and opinions of some public character: Class under his biography. E.g. *Opinions of Anatole France,* recorded by Paul Gsell (New York, 1922).

(b) Views of a given writer on a certain topic: Class under the topic. E.g. *Bayle et la tolérance.* Par Lucien Dubois (Paris, 1902).

This case differs from the case where a person's actions or influence upon events is concerned.

(c) History of a person's opinions: Class in biography

of the person concerned, especially when some biographical matter enters in, except when dealing with a special subject. E.g. Newman's *Apologia pro vita sua* . . . with introduction, by Wilfrid Ward. Oxford ed. (London, 1913).

A prominent name placed in a title to attract attention and promote sale of a book must not be mistaken for the subject of the book. E.g. *The sisters of Lady Jane Grey* has nothing to do with that well-known character; nor does *Bismarck's pen* deal primarily with Bismarck but with Heinrich Abeken, whose life was by no means *only* the "pen." Personality, if prominent enough to write about at all, has usually an interest of its own which justifies classification under it.

283 Personal relations **Dewey No. 920**

(a) The relations of two persons or groups of persons to each other: Class according to the personal importance of the parties concerned, if no other canon of classification applies, the intent of the author being usually to contribute something to the history of the more important party. E.g. (1) *A Royalist family Welsh, Irish and French (1689–1789) and Prince Charles Edward* (Edinburgh, 1904). Class under Charles Edward Stuart, the Young Pretender. (2) *Dr. Johnson and Fanny Burney, being the Johnsonian passages from the works of Mme. D'Arblay;* ed. by C. B. Tinker (London, 1912). Class under biography of Johnson, not of Mme. D'Arblay, because the intent of the editor is to select only passages relating to Johnson.

(b) A controversy or quarrel of two persons over some common cause: Class under the subject concerned. E.g. The controversy between Bossuet and Fénélon regarding Quietism. Class under Quietism.

(c) Narrative of a duel: Class under the biography of the person challenged (or alphabet under his name) E.g. Duel between Alexander Hamilton and Aaron Burr. Class under Hamilton.

See also Duels 142.

284 Polemical biography **Dewey No. 920**

Collective biography of persons selected as examples of religious faith, political opinion, literary school, and the like: Class under the faith, party or school represented.

The intent of the author in such cases is to illustrate the character and attainments of adherents of that church or party. In case of conflict between religious and scientific biography, choose religious if the work in hand is polemical.

285 Race biography

Collective biography of men of one race: Class rather by the country in which they live than by the country of their origin, e.g. biography of Scotsmen in Canada, class under Canadian, not Scottish biography.

The reasons are: (1) that their lives are naturally more identified with events in their adopted country than with their native land; and (2) classification according to racial affinities should be used only for family history and for ethnology.

286 Race history, local

History of men of one race in a locality: Class in local history, not with history of the race in a country. E.g. *Chronicles of the Scotch-Irish settlement in Virginia,* v.1– (Rosselyn, Va., 1912). Class under Virginia, not under the Scotch-Irish in the United States.

The local genealogical elements in such works, and the intimate relation to the history of the locality, are too strong to be neglected for the sake of the racial affinities.

287 Women

(a) Biographies of women eminent in special fields: Class under the subject, not in general biography—(John Crerar Library).

(b) Fields and aspects of women's activities: Class under subject, not under woman.

The John Crerar Library rule is: "Class biographies of women under the special field in which they are known, not under subject Women. Class books about women, as, labor of women, education of women, under the primary subject of the book, not under Women."

GENEALOGY Dewey No. 929

288 Church records

Registers of births, marriages and deaths kept by churches, or records largely made up of such items: Class in genealogy, not in local church history. E.g. *Records of the First Church in Beverly, Massachusetts, 1667–1772;* copied by William P. Upham . . . (Salem, 1905). Class in genealogy of Beverly.

The University of California classes such registers in local secular history.

289 Family history

(a) Several generations, including an account of some especially prominent member of it: Class under family history. E.g. *The ancestry of Abraham Lincoln.* By J. Henry Lea and J. R. Hutchinson (Boston, 1909). Class as Lincoln genealogy.

(b) Biography of a prominent or public character, including notices of his family: Class under biography of the character. E.g. (1) *The Brontës; life and letters . . .* By Clement Shorter (London, 1908–09. 2 v.). Class under Charlotte Brontë. (2) *Ellen Terry and her sisters.* By T. Edgar Pemberton (London, 1902). Class under Ellen Terry.

(c) In cases of doubt: Class in family history only when three or more generations are mentioned and at some length in each case.

(d) Art or literary work of members of a single family: Class as collective art or literary biography. E.g. *The Wood family of Burslem, a brief biography of its members who were sculptors, modellers and potters.* By Frank Falkner (London, 1912). Class under potters, or Burslem pottery.

290 Family history vs. Town history

(a) A book treating both town history and genealogy

of settlers in the town: Class in local history, as the more inclusive of the two topics.

(b) Town histories composed mostly of family records: Class in genealogy. E.g. *History of Montville, Conn.* By Henry A. Baker (Hartford, 1896). Only twelve per cent history; class in genealogy of Montville.

The term genealogy covers family histories, registers of births, marriages and deaths, and vital records. If careful separation between family histories, town records, and the local history of landed property be deemed unnecessary, most works that largely bring in families by name will be classed in genealogy, the general and frequent introduction of names of settlers into the book drawing it to genealogy more than to local history proper or to land (under economics).

The New York State Library classes all town histories in local history, irrespective of genealogical content.

291 Family history vs. Peerage **Dewey No. 929**

Genealogy of a noble or titled family: Class under the family name, not under the title or under the domain. E.g. *The rulers of Strathspey; a history of the lairds of Grant and earls of Seafield.* By the earl of Cassillis (Inverness, 1911). Class under Grant family.

292 Family history vs. Religious bodies

(a) Collective genealogy of members of the same religious body, e.g. Huguenots: Class in genealogy. E.g. Publications of the Huguenot society of London. Consist mostly of registers of parishes in Great Britain showing Huguenot families.

A difficult case to treat otherwise than illogically. Genealogy belongs near biography. But if the biography, at least the collective biography, is classed with the subject illustrated—as is done in some classifications—then the genealogy should go there too, for it is the biography of families. But the subject matter of genealogy is so far removed from the subject supposed to be illustrated that all genealogy is better kept together. The history of the family of an individual Huguenot is of less importance to the historian of the Huguenots than to the genealogist. Hence family history is to be preferred to religious history.

(b) Collective genealogy of a town or locality settled largely by persons of the same religious faith: Class under local genealogy.

New York State Library classes in local history.

293 Literary families **Dewey No. 929**

(a) The history of several members of a literary family: Class in literary biography, not in genealogy, especially if the intent of the author is literary. E.g. (1) *The three Brontës.* By May Sinclair (London, 1912). Best placed with biographies of Charlotte Brontë. (2) *American authors' ancestry.* By John Osborne Austin (Prov. 1915). Class in literary biography.

294 Genealogy vs. Political history

The history of a family concerned in public affairs: Class in genealogy, even if the part taken by the family is prominent in history. But distinguish such works from histories of dynasties. E.g. Stuarts; Bonapartes.

This rule is analogous to the section relating to Biography vs. Event 264.

295 Local landholders

Lists of local landholders and householders: Class in local history, not in landed property (economics). E.g. *The home lots of the early settlers of the Providence Plantations.* By Charles Wyman Hopkins (Providence, 1886). Class in history of Providence, R. I.

This type is mostly material of historical interest, and does not, of course, include directories of cities.

296 Names

A collection of personal or place names selected from either one or many sources: Class according to the scope of the names, not under the source from which they are taken. E.g. *Yorkshire place names as recorded in the Yorkshire Domesday book 1086.* By J. Horsfall Turner

(Bingley, n.d.). Class under Yorkshire names, not with the Domesday book.

HISTORICAL PERIODS AND TOPICS — Dewey No. 940

297 Crusades

Histories of principalities and kingdoms founded during the crusades: Class under history of the locality. E.g. The Latin Kingdom of Jerusalem.

In most systems, crusades are grouped under universal history. Local works should not be mixed with the general histories. Accounts of sieges may be treated by the usual rule of grouping under wars and be classed under the history of the crusade in which they occurred. E.g. Siege of Acre.

298 Fourth of July orations — **Dewey No. 973**

(a) Fourth of July orations containing local history: Class under the history of the town.

(b) Fourth of July orations dealing with the general significance of the day: Class under United States history.

The New York State Library classes these under United States history.

299 Localities settled by one sect — **Dewey No. 974**

Secular history of localities settled or now occupied by members of one church or religious sect: Class in local history. E.g. (1) *The Belgians (Walloons) first settlers in New York and in the middle states* (New York, 1925). Class in history of New York or of Atlantic states. (2) The Pilgrim Fathers; Puritans in Massachusetts; Huguenots in South Carolina, are other examples.

300 State and county together

The history of a state of the Union, county or city of a state, accompanied by a sketch of the larger political

division in which it is located (United States or state): Class under the smaller division. E.g. *Historical encyclopedia of Illinois . . . and history of Evanston* (Chicago, 1906. 2 v.). The history of Illinois is duplicated with each city and county of the state. Class under Evanston.

This rule will not apply, however, to school books "especially adapted" to a certain state, in which the matter of the book is primarily general, as in a general geography.

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